**PERSON SPECIFICATION**

**ROLE: Teacher of Boys’ PE & Head of Year**

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|  | **Attributes** | **Essential** | **Desirable** | **How Assessed** |
| **Qualifications** | Qualified Teacher Status | **/** |  | **A/R** |
|  | Good Honours Degree |  | **/** | **A** |
|  | Ongoing record of Continuing Professional Development | **/** |  | **A** |
| **Experience** | Successful and relevant teaching experience | **/** |  | **A/R/I** |
|  | Teaching in an 11-16/18 high school | **/** |  | **A/R/I** |
|  | Awareness of national curriculum requirements in all key stages and current national priorities in education | **/** |  | **A/R/I** |
|  | Ability to teach PE at KS3 & KS4 | **/** |  | **A/R/I** |
|  | Successful team working | **/** |  | **A/I** |
| **Professional Skills** | The ability to plan, resource and deliver effective learning to all age and ability groups | **/** |  | **A/R/I** |
|  | The ability to inspire, motivate and develop pupils in their learning | **/** |  | **A/R/I** |
|  | A strong commitment to self evaluation and an ability to use data to inform planning | **/** |  | **I** |
|  | An ability to identify and create exciting learning resources that enable effective learning across all abilities | **/** |  | **A/I** |
|  | High level of ICT literacy and confidence in utilizing ICT for both learning and the management of information | **/** |  | **I** |
| **Professional and Personal Qualities** | A genuine interest in young people and a commitment to achievement for all | **/** |  | **A/I** |
|  | A strong drive to deliver high academic standards and to uphold school expectations of pupils | **/** |  | **A/R/I** |
|  | Good communication/interpersonal skills | **/** |  | **A/R/I** |
|  | Possess a vision for PE in schools | **/** |  | **A/I** |
|  | Ability to manage workload and demonstrate flexibility, resilience and perseverance in meeting challenges | **/** |  | **A/R/I** |
|  | Total commitment to safeguarding children and understanding of statutory frameworks | **/** |  | **R/I** |
|  | A positive role model for pupils and a commitment to academic mentoring and the role of the form tutor | **/** |  | **R/I** |
|  | A willingness to contribute to extra-curricular activities | **/** |  | **I** |
|  | A very good record of attendance and punctuality | **/** |  | **R** |
|  | A clear understanding of rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy. | **/** |  | **A/I/R** |
|  | A commitment to high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | **/** |  | **A/I/R** |
|  | The ability to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | **/** |  | **A/I/R** |
|  | A strong desire to ensure that pupils are treated with dignity, building relationships rooted in mutual respect | **/** |  | **A/I/R** |
|  | Commitment to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | **/** |  | **A/I/R** |
|  | A desire to establish a safe and stimulating environment for pupils, rooted in mutual respect | **/** |  | **A/I/R** |
|  | A commitment to demonstrating -consistently - the positive attitudes, values and behaviour which are expected of pupils | **/** |  | **A/I/R** |
|  | The ability to work well with, lead and inspire a team of staff to secure positive outcomes for pupils. | **/** |  | **A/I/R** |
|  | A desire to ensure that the teachers standards are delivered. | **/** |  | **A/I/R** |
| **KEY: A =Application; R = Reference; I = Interview** | | | | |