

**Outline Job Description and Person Specification**

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| **Job Title** | Teacher of health, fitness, PE and outdoor education & Pastoral Leader |
| **Location** | Okehampton – The Promise School |
| **Reporting to** | Principal  |
| **Permanent/Temporary/Fixed Term Appointment**  | Permanent |
| **Hours** | Full Time – School Teachers Conditions |
| **Salary**  | TPS |
| **Directorate or School** | The Promise School |
| **Effective date of JD** | December 2021 |

**Summary of Role:**

The post holder will have a proven track record in the teaching at all levels of health, fitness, PE and outdoor education and will be passionate about the subject and able to inspire our pupils.

The Pastoral Leader is integral to the provision of outstanding teaching and achievement within the subject. Working under the direction of principal, the post holder shall seek to further the learning experience and outcomes of our pupils.

They should wish to establish an understanding of Physical Education across the key stages, whilst enabling outstanding learning for each. The successful candidate will be expected to teach across both primary and secondary level.

The pastoral leader will provide effective support to achieve the highest possible standards and outcomes for the children and young people at The Promise School.

The post holder will a lasting improvement in the quality of education provision, which meet the changing needs and expectations of our students.

The role may require travel to Trust educational settings and offices.

**Main Duties and Responsibilities:**

The post holder will plan engaging lessons which motivate and inspire individual students and groups of students to achieve beyond what they thought possible.

The postholder will establish and then maintain the highest expectations about what the students are capable of achieving.

To arrange, wherever appropriate, PE enrichment activities. Regular and meaningful homework which fosters independent learning skills amongst the students in PE.

Assess work regularly and provide oral and written feedback on an ongoing basis so that students can make progress.

Maintain up-to-date records about the students’ achievements including what grade they are at and what they need to do to progress to the next grade.

Keep parents and other members of staff informed of the progress that is being made by the students in PE.

Seize every opportunity for professional development both within the PE curriculum and general pedagogy so that the subject and the school stay abreast of the latest educational initiatives within PE education.

 Implement a process of self-evaluation which informs future practice.

 Promote educational inclusion with a wide range of teaching and behaviour strategies.

The postholder must be prepared to undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearances.

 **Detailed Person Specification:**

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| **Criteria** | **Essential** | **Desirable** |
| Professional Qualifications and Learning | * Qualified teacher status
* Evidence of involvement in the raising of achievement of SEMH/SEND children and young people
* A Special Educational Needs qualification or relevant experience of working with SEND children and young people.
* Evidence of continuing professional development
 | * Relevant CPD or qualifications in relation to SEMH.
* Relevant CPD or qualifications in relation to SLCN.
* Relevant CPD or qualifications in relation to Autism.
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| Experience | * Experience of developing and delivering programmes for children and young people with SEND
* Experience of teaching PE to a range of abilities and key states.
* An understanding of methods and good practice in reviewing and evaluating teaching & learning
* An understanding of behaviour management strategies
* Ability to motivate colleagues and children and young people through a positive and professional attitude
 | * Knowledge of a range of accreditation available to students
* An understanding of trauma informed practices
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| Skills, Knowledge and Capability | * Strong interpersonal skills and an ability to communicate clearly both orally and in writing
* Excellent behaviour management skills based on a firm but empathetic approach with children and young people
* Demonstrable commitment to inclusive education
* Capacity to work under pressure and to meet deadlines
* Capacity to work flexibly and to adapt to changing venues (temporary accommodation and relocation to the new building)
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 | * Ability to use key aspects of ICT to present data
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| Additional | * Comply with safer recruitment checks including DBS and list 99
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