



## Person Specification – PE and Parent Partnership Leader

|   | Essential  | Desirable   |
|---|--|---|
| Qualifications / Education and Training | <p>An undergraduate degree in PE or similar.</p> <p>Qualified teacher status (QTS).</p>  | <p>Post graduate SEND courses.</p> <p>Other relevant qualifications.</p>  |
| Relevant Experience                     | <p>Has experience teaching PE and other subjects at KS3 and KS4, including relevant qualifications.</p> <p>Has experience of working with vulnerable children.</p> <p>Is committed to teamwork.</p> <p>Consistently outstanding teaching and learning of pupils with a wide range of SEND.</p> <p>Consistently achieving outstanding pupil outcomes.</p> <p>Experience of effective behaviour management.</p> <p>Experience of using technology to raise standards in own classroom.</p>   | <p>Experience of leading a whole school area of responsibility e.g. Parent Partnership.</p> <p>Experience of teaching a range of subjects.</p> <p>Experience of cross-curricular activities.</p> <p>Has worked with various support agencies.</p> <p>Has delivered high quality INSET.</p> <p>Experience supporting and leading others in Parent Partnership activity.</p> <p>Experience of writing EHCPs and hosting Annual Reviews.</p> <p>Experience of using remote learning platforms.</p> |
| Professional Knowledge and Skills       | <p>Ability to plan and deliver multi-sensory PE and other lessons.</p> <p>Ability to plan, deliver and differentiate lessons to encourage active and independent learners.</p> <p>Inspirational and innovative use of technology.</p> <p>Able to adapt to new systems which track and analyse pupil attainment.</p> <p>Demonstrate the ability to support, motivate and inspire both colleagues and pupils by leading through example.</p> <p>Evidence of sustained effective performance management.</p> <p>The ability to build and sustain partnerships with parents, other schools, the local authority and local community etc.</p> | <p>Is abreast of any subject developments and changes to the curriculum.</p> <p>Is abreast of national changes in assessment.</p> <p>Is able to teach Dyslexia Friendly lessons.</p> <p>Is able to use a range of SLCN strategies to enhance teaching and learning.</p> <p>Has contributed to the development and delivery of effective and inspirational professional development for staff.</p>   |
| Commitment                              | <p>Demonstrate a commitment to:</p> <ol style="list-style-type: none"> <li>equalities</li> <li>promoting the school's vision and ethos</li> <li>a high quality, stimulating learning environment</li> <li>relating positively to and showing</li> </ol>  |   |

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|   | <p>respect for all members of the school and wider community</p> <ul style="list-style-type: none"> <li>e. ongoing relevant professional self-development</li> <li>f. safeguarding and child protection</li> </ul>  |  |
| <p><b>Personal Characteristics and Skills</b></p> | <p>Excellent interpersonal skills.</p> <p>Passionate user of technology.</p> <p>Has a record of appropriate CPD.</p> <p>Values and respects individuals irrespective of gender, race, sexual orientation etc.</p> <p>High expectations of achievement, attainment and behaviour.</p> <p>Commitment to extra-curricular activity.</p> <p>Positive role model.</p> <p>Excellent punctuality and health record.</p> <p>A good sense of humour.</p> | <p>Has organised and delivered extra-curricular activities.</p> <p>The ability to motivate a team in a named area of whole school responsibility e.g. fitness/ Parent Partnership.</p> |