



**PERSON SPECIFICATION**

<b>Job Title:</b>	Teacher of Girls' PE
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>▪ Good honours degree in Sport/PE or Equivalent</li> <li>▪ Qualified Teacher Status</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of working within a school or education setting (secondary)</li> <li>▪ Awareness of data protection, security and confidentiality</li> <li>▪ Effective working with young people of a range of abilities</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Maintain an up-to-date knowledge and understanding of the professional duties and core standards of teachers and the statutory framework within which they work, especially those relating to PE.</li> <li>▪ Knowledge of the PE curriculum at KS3 and KS4</li> <li>▪ Know the assessment requirement and arrangements for AQA GCSE PE and Edexcel BTEC Sport and the implications of the new specifications.</li> <li>▪ A knowledge and sensitive understanding of girls' welfare willing to offer support and guidance, where needed.</li> <li>▪ Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> <li>▪ Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners</li> <li>▪ Know how to make effective personalised provision for those you teach, and how to take practical account of diversity and promote equality and inclusion in your teaching</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Teach challenging, engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</li> <li>▪ Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</li> <li>▪ Convey a genuine passion for sport and fitness.</li> <li>▪ Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.</li> <li>▪ Plan, set and assess homework, for examination classes, where appropriate to sustain learners' progress and to extend and consolidate their learning.</li> <li>▪ The ability to develop strong extra-curricular provision and uptake amongst girls.</li> <li>▪ The ability to raise the profile of girls' fitness.</li> <li>▪ The ability to support and develop achievement in fixtures/tournaments for girls.</li> <li>▪ The ability to build positive and reliable professional relationships with staff, parents and carers.</li> <li>▪ Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline.</li> <li>▪ The ability to communicate clearly both verbally and in writing.</li> </ul>
<p><b>Attributes</b></p>	<ul style="list-style-type: none"> <li>▪ Flexibility in approach.</li> <li>▪ Calm under pressure.</li> <li>▪ Sympathetic to needs of others.</li> <li>▪ Accuracy and attention to detail.</li> <li>▪ A willingness to lead extra-curricular activities for girls.</li> <li>▪ Hardworking with an enthusiastic and positive attitude.</li> <li>▪ Ability to manage workload effectively.</li> <li>▪ Willingness to share expertise and knowledge with others.</li> <li>▪ Willing to learn new skills and adapt existing ones.</li> <li>▪ To have an excellent record of attendance and punctuality.</li> <li>▪ A sense of humour, warmth, energy, stamina and resilience.</li> <li>▪ A team player with the ability to establish good working relationships with staff, pupils and parents.</li> <li>▪ Fully supportive of the Catholic ethos, however, you do not need to be a Catholic.</li> </ul>