



Icknield Community College

Teacher of PE

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • First degree • QTS • Clear evidence of continuing professional development 	<ul style="list-style-type: none"> • Further professional qualification or degree
Experience	<ul style="list-style-type: none"> • Experience of teaching PE. • Evidence of successful teaching across the full ability and age range and at examination level • Experience of raising the achievement of targeted groups (eg SEN, EAL, Pupil Premium) 	<ul style="list-style-type: none"> • Ability to teach one class of Maths at KS3
Good Knowledge and Understanding	<ul style="list-style-type: none"> • Up to date knowledge of the PE Curriculum • Strategies for personalised learning and differentiation across a mixed ability range • Current national developments in education, teaching and learning 	
Skills/Qualities	<ul style="list-style-type: none"> • Effective organisational skills with the ability to meet deadlines • Dynamic and innovative approach to teaching and learning • Ability to model effective teaching methods in order to raise achievement • Ability to assess and promote students' progress in a variety of ways • Good interpersonal and communication skills • Confident use of ICT • Ability to build positive working relationships with colleagues • Ability to write clear concise reports • Ability to motivate and effectively manage students in large groups and individually • Ability to lead by example • Establish routines, systems and procedures • High standards set and modelled • Good attendance, punctuality and health record 	
Equal Opportunities	<ul style="list-style-type: none"> • Commitment and contribution to School's Single Equality Policy 	

Disposition	<ul style="list-style-type: none">• Commitment to the comprehensive ideal, social inclusion and to raising standards for all students• To be interested in young people, how they learn and in developing ways of removing barriers to learning• Interest in developing interventions to counteract disadvantage, prevent underachievement and improve the literacy levels of all students• To believe in the importance of team work and a collaborative approach• Commitment to and understanding of collective responsibility and distributed leadership• Willingness to attend outside meetings and to work outside the timetabled day• Flexible approach and a sense of proportion• Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour• A strong emphasis on achievement and high expectations• A commitment to educating the whole person.	
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