****

**PE Specialist Teacher – Job Description**

**Post: PE Specialist Teacher**

**Role:** To teach across the Arena Partnership schools fulfilling the requirements of the Teachers’ Standards through PE

**Salary:** 1FTE MPS1-£28,000.00 – UPS1-£40,625.00 per year

(0.6FTE is £16800 to £24375 depending on experience)

**Responsible to:** Director Arena

## **Core Purpose**

The Teacher shall carry out the professional duties as described in the School Teachers Pay and Conditions Document. He/she will meet the Teachers’ Standards.

He/she will maintain high standards, providing inspiration and motivation.

The teacher will ensure that good progress is made by all pupils though the planning, preparation of high quality lessons which motivate and inspire.

To enrich the lives of young people and their development to becoming highly effective citizens of our community and beyond.

To lead on blending outdoor education with our curriculum and build/embed positive habits which will help underpin every challenge our young people face.

## **Set high expectations which inspire, motivate and challenge pupils**

* Maintain high expectations of academic performance and behaviour for Arena Schools.
* Use PE as a mechanism for learning and develop SMSC.
* Provide pupils with a positive role model by embedding the principles of PE

## **Promote good progress and outcomes by pupils**

* Take part in the Progress Cycle evaluating each student and planning to improve their progress through your classroom practice.
* Be fully accountable for the outcomes of the pupils you teach.
* Have a clear understanding of how pupils with barriers to learning can be supported to make progress.
* Direct the work of other adults in the outdoors/classroom to maximise their impact on learning.

## **Demonstrate good subject and curriculum knowledge**

* Maintain up to date knowledge of the KS1 and 2 curriculum.
* Use your excellent subject knowledge to engage and inspire pupils
* Understand the benefits of PE and to be able to make links to how these methods can affect day to day life.
* Be able to assess and measure the effects of PE on young people’s well-being.

## **Plan and teach well-structured lessons**

* Plan interactive, exciting lessons which engage pupils who have a history of failure in the education.
* Reflect on how effective each lesson was and then adapt your teaching as necessary.
* Work collegiately within the Arena Team to produce high quality learning resources.

## **Adapt teaching to respond to the strengths and needs of all pupils**

* Use data to inform your classroom practice.
* Be aware of the individual starting point of your pupils and plan accordingly.
* Ensure that your pupils know their level of attainment and how to reach the next level.
* Ensure that all learners are working at the most appropriate level for them.
* Follow the Arena minimum teaching expectations.

## **Make accurate and productive use of assessment.**

* Give pupils feedback regularly.
* Ensure that all pupils respond to the feedback they are given.

## **Manage behaviour effectively to ensure a good and safe learning environment**

* Use the Arena minimum expectations for lessons to establish sound routines.
* Use the relevant schools behaviour policy to ensure that high expectations for behaviour are maintained.
* Forge mutually respectful relationships with all pupils
* Read, understand and implement the West Schools Safeguarding Policy, the ICT acceptable use policy and Keeping Children Safe in Education.
* Take immediate and appropriate action if you suspect any pupil or staff member is behaving in an unsafe manner.
* Act on child protection issues immediately within the process laid out in the Olive Academy Safeguarding Policy.
* Be proactive in prevention planning, ensuring all risk assessments are effective and adhered to.

## **Fulfil wider professional responsibilities**

* Forge positive working relationships with other professionals in the Academy.
* Take part in Continuous Professional Development.
* Share best practice with other Arena colleagues.
* Maintain an open-door policy so that others can learn from your practice
* Use the Academy’s quality assurance procedures as a learning tool.
* Be mindful of your own Mental Health and wellbeing and that of those you work with.
* Communicate with parents, career, home school, and outside agencies as required.

## **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
* Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

**Person Specification**

**Training and Qualifications**

|  |  |
| --- | --- |
| GCSE Mathematics and English or equivalent. | E |
| A levels or Equivalent. | E |
| Qualified Teacher Status | E |
| Evidence of CPD/Logbooks that show continued development and practice. | E |
| Hold or working towards a qualification on outdoor learning | E |
| Full clean driving licence | E |
| First Aid training | E |

**Experience**

|  |  |
| --- | --- |
| Evidence of successfully supporting pupils with their learning. | E |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards. | E |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs. | E |
| Experience of working collaboratively with others. | D |
| Evidence of leading with pupils in an outdoor setting | E |
| Being able to adapt and adjust to continually changing environments and situations. | E |
| Be creative in the use of the outdoors and its pedagogy. | E |

**Skills and Abilities**

|  |  |
| --- | --- |
| Ability to support pupils with literacy and numeracy. | E |
| Knowledge of standard English. | D |
| An understanding of expeditionary learning and the use of the outdoors to develop character traits which can be used back in the classroom. | E |
| Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups. | E |
| Ability to self-evaluate. | E |
| Be an extremely reflective practitioner for yourself and the pupils you are working with, seeing only next step solutions and not problems. | E |

**Personal Aptitudes**

|  |  |
| --- | --- |
| Personal and professional resilience in the face of challenging situations. | E |
| Strong personal motivation and drive. | E |
| Self-motivated, productive, diligent and thorough. | E |
| Commitment to own personal and professional development and that of all staff. | E |
| Convinced of the transformative nature of excellent education. | E |
| Empathy with the needs of children. | E |
| Commitment to the safeguarding of vulnerable young people. | E |
| A personal commitment to promoting inclusion, diversity and access. | E |
| Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, external agencies and the wider school community. | E |
| A commitment to the vision, values, aims and objectives of the Olive Academies Trust. | E |
| The successful candidate needs to be responsible, enthusiastic and personable, and with an open-minded can do attitude. | E |
| The ability to set up and see through projects, with excellent organisation skills. | E |