



## Person Specification – Teacher of PE

|                             | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable                                                                    |
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| <b>Qualifications</b>       | <ul style="list-style-type: none"> <li>An appropriate honours degree in PE</li> <li>Qualified Teacher Status (or working towards QTS)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                              |
| <b>Experience</b>           | <ul style="list-style-type: none"> <li>Classroom teaching experience with excellent subject knowledge up to KS4 standard</li> <li>Experience of the application of ICT within Teaching and Learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Ability to teach up to KS5</li> </ul> |
| <b>Skills and Knowledge</b> | <ul style="list-style-type: none"> <li>Ability to create very good working relationships with teachers and pupils</li> <li>Knowledge of effective teaching and learning strategies across the age and ability range</li> <li>Strong understanding of possible barriers to academic achievement and good behaviour by pupils with complex difficulties and of the strategies required for overcoming the barriers</li> <li>Ability to prepare students with great effectiveness for examinations</li> <li>Evidence of a commitment to raise the achievement of pupils from all levels of prior attainment</li> <li>An enthusiastic teacher who will be able to deliver high quality lessons to pupils of all levels of attainment with great consistency</li> <li>An innovative teacher with commitment to developing their own practice to challenge, motivate and engage learners</li> <li>Evidence of an ability to assess students' work carefully and accurately and to provide learners with constructive and pertinent feedback</li> </ul> |                                                                              |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Ability to make a good contribution to both department and whole-staff teams</li> <li>• Ability to be an effective form tutor</li> <li>• A good understanding of basic safeguarding and child protection practice</li> <li>• Excellent oral and written communication skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Personal competencies and qualities</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• A commitment to upholding the mission, values and Catholic ethos of Bellerive FCJ Catholic College</li> <li>• An awareness of, and responsiveness to, the needs of students and the ability to form appropriate relationships with them</li> <li>• Effective communication, interpersonal, time management organisational skills</li> <li>• Commitment, enthusiasm and flexibility in their approach and the ability to work well as part of a team according to the needs of the school</li> <li>• The ability to stay positive and meet deadlines even when working under pressure.</li> <li>• A commitment to personal development and training</li> <li>• A commitment to equality of rights and opportunities</li> <li>• Willingness to use own initiative</li> <li>• Creative thinking in response to overcoming problems</li> <li>• Commitment to being involved in the wider life of the school</li> </ul> |  |
| <b>Safeguarding and Personal Conduct</b> <ul style="list-style-type: none"> <li>• Bellerive FCJ Catholic College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment</li> <li>• This post is subject to an enhanced DBS disclosure</li> <li>• Staff are expected to follow the school's Staff Code of Conduct at all times</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |