

## Person Specification

<b>PE Teacher for Pupils with VI/MDVI (Visual Impairment - Multi-Disabled Visual Impairment), PMLD and complex Needs</b>			
Education and Training			
Essential Criteria		Desirable Criteria	
Qualified teacher status			
Evidence of additional experience, study or qualification with pupils with special educational needs is preferable			
Achievements and Experience			
Essential Criteria		Desirable Criteria	
Experience in SEN Teaching - the ability to teach pupils with special educational needs with emphasis on children and young persons who are deafblind/MSI			
Experience of organisational and administrative duties			
Experience or knowledge of specialist systems used with pupils who are deafblind/MSI			
Experience or knowledge of positive behaviour strategies for dealing with pupils who may display challenging behaviour			
The teaching of pupils with special educational needs with emphasis on children with VI/MDVI and complex needs preferable		Experience of curriculum development and curriculum modification for pupils with special educational needs	
Has the confidence, skills and aptitude to effectively manage aspects of school development, as negotiated with the Principal and Headteacher.		Able to manage pupils with medical and health related needs	
Experience of extra – curricular activities, visits, school journey's etc.			
Skills & Abilities			
Essential Criteria		Desirable Criteria	
A strong understanding of the child centred approach with good inter-personal skills that promote achievement and purposeful learning for all pupils in a happy and caring environment			

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Ability to be creative, resourceful and flexible whilst appreciating the need to manage existing physical and material resources effectively in controlled budgets			
Up to date knowledge of the current SEN educational legislation and the implications for whole school development – with reference to the Code of Practice and education, health and care plans (EHCS)			
Knowledge of the range of assessment tools, particularly in relation to deafblind/MSI learners			
Knowledge of the Management review cycle			
Ability to plan and resource on an individual basis whilst ensuring that pupils personal, social and emotional needs are being met			
Ability to co-ordinate and manage an effective team within the school			
Able to plan and work collaboratively with colleagues in a flexible and multi-disciplinary way			
Able to liaise, consult and contribute effectively to whole staff dialogues			
Can demonstrate effective communication skills, both orally and in writing to a variety of audiences			
Safeguarding and its application in all settings			
Ability to be reflective, to learn from self-reflection or from the observations of others with a willingness to change, adapt and improve			
A positive ethos, resilience and a high level of personal commitment			
An ability to develop and maintain good relationships across the school, which result in high levels of pupil achievement			
Sensitivity to and an understanding of equal opportunity issues with an ability to implement appropriate action			
An ability to deal with sensitive matters sensitively and to treat confidential matters as confidential			

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An understanding of the role of school governors			
The widening opportunities given to parents for involvement in school matters		Has an appreciation of the wider curriculum both inside and outside school.	
Evidence of, or willingness to take up subject leadership responsibility, leading by example and motivating and empowering a committed staff team within PE department		Ability to demonstrate a commitment to and understanding of consultation and ownership in formulating school policy	
Ability to assist the Principal and Headteacher and Curriculum Management team by demonstrating a high level of personal commitment.		Knowledge of the National Curriculum, P Scales, assessment and moderation in relation to the Victoria Curriculum appropriate for VI/MDVI who are deafblind/MSI	
Can demonstrate an understanding of Code of Practice and implications for pupils with a range of learning and communication needs		An understanding of the widening opportunities given to parents for involvement in school matters	
Be able to liaise, consult and contribute effectively to whole staff dialogue		Understanding of home/school partnership and working with residential staff to enable the effective delivery of the 24-hour curriculum	
Principles of adaptation of PE/Movement/Sensory curriculum to meet individual needs evidence			