

Job Title: PE Teacher

Location: Brick Lane School, London E2 6DY

Job Purpose

At Brick Lane school, we are looking for SEN PE Teachers who have a therapeutic approach to their teaching and learning. Previous experience of working in an ASC environment is desirable, with proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation, and behaviour that challenges us. As PE Teacher for students of primary and secondary ages, you will also be supporting swimming and any other offsite opportunities.

You will be calm, engaging, resilient, and have an innovative style of teaching, motivated by helping every pupil to reach their potential. You will also collaborate with the SLT to secure high standards of teaching and learning, have willingness to lead on a curriculum area(s), and contribute to a lively and stimulating environment. We need people who share our vision to empower neurodiverse students to thrive and make their way in the world.

About the role

- To implement the curriculum in accordance with the school's philosophy and policies.
- To secure high quality teaching through effective use of resources and planning.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Deliver exciting and innovative learning and undertake assessment using a broad range of methods, taking full responsibility for the success of own learners, developing a personalised and holistic learning approach in all lessons.
- Ensure effective development of pupils' literacy, numeracy and IT skills through the subject
- Ensure effective support and develop of pupils communication, regulation and social skills.
- Know how to make effective personalised provision/effectively provide differentiated tasks for those they teach;
- To promote collaboration with teachers, clinical and external agencies, and work effectively as a team member.
- To improve standards of learning and achievement for all pupils in consultation with the Headteacher and SLT.
- In consultation with the Headteacher/SLT, to undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum.
- To focus on improving of teaching and learning through evaluations and reflection of lesson effectiveness, pupil progress meetings and strategies.
- To supervise, develop and manage Teaching Assistants relevant to their responsibilities.

Assessment, Recording & Reporting

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take responsible and conscientious attitude to their own work and study

- Set a vision and targets for pupil success
- To be responsible for planning, tracking, evaluating assessing and reporting the teaching and learning of pupils.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Track progress, regularly monitor reports on progress, identify and deliver interventions where appropriate
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to examinations and qualifications

Strategic Direction, Leadership and Management

- To supervise, develop and manage Teaching Assistants relevant to their responsibilities.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Support the Leadership Team to set the vision and direction in relation to the continued development of your subject area.
- Establish and maintain a positive learning environment in which the pupils' behaviour is well managed and within which social, emotional and learning needs can be met within a supportive framework.
- To promote the social and emotional development of children through positive approaches that encourage appropriate relationships and the development of self-esteem.
- To liaise with parents, carers, and external agencies as appropriate.
- To take an active role in own performance management and professional development including completing actions agreed at review meetings and in personal actions plans

Behaviour Management

- Have the ability to identify and de-escalate potential problems before they escalate and be able to develop strategies to promote the positive behaviour of pupils
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Promote learners' self-governance, independence and cooperation through developing their social, emotional and behavioural skills.

Pupil care & welfare

- To be responsible for safeguarding the health and welfare of pupils using appropriate risk assessments and incident /accident recording and reporting as required by the school

- Be aware of, and comply with, current policies and procedures relating to child protection; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Other Duties and Responsibilities

- Have a commitment to collaboration and co-operative working where appropriate
- Provide cover by supervising and teaching any pupils, whose teacher is unavailable
- Know and understand the relevant statutory and non-statutory curricula/frameworks for their subjects/curriculum areas
- Engage actively with the annual performance management review process, in accordance with the school's policy
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Perform any reasonable duties as requested by the Head teacher or member of the Senior Leadership Team.

Job Specification

Essential

- Qualified Teacher Status or equivalent (Not open to NQTS)
- A deeply held conviction that every child can achieve and reach their potential;
- The belief that all children deserve a life of choice and opportunity;
- Ability to be adaptable in a fast-paced extremely environment;
- Commitment to the safeguarding and welfare of all children;
- Ability to support colleagues in developing their practice in relation to the subjects you lead;
- Excellent classroom practitioner;
- Excellent team player;
- Ability to work successfully with pupils with challenging behaviour;
- High expectations of others;
- Resilience;
- Ability to work on own initiative;
- Willing to undertake training.

Desirable

- Experience of working in an ASC environment;
- Evidence of continually improving the outcomes of pupils;
- The courage and conviction to make a difference;
- The ability to listen and communicate effectively;
- Constant deep reflection which leads to personal growth and better pupil outcomes;
- Sustain energy, optimism and motivation in the face of pressure and setbacks;
- Stay calm in difficult situations and maintain clarity of vision;
- Support the team and be aware of others' levels of resilience in different situations;
- Evidence of ability to plan strategically.

- Commitment to on-going improvement and learning;
- Experience of teaching BTEC Sport
- Experience of teaching both primary and secondary pupils
- Strong understanding of autistic spectrum conditions