

Physical Development & PMLD/BL Curriculum Leader

(Profound and multiple learning difficulties / profound and multiple barriers to learning)

Person specification

Criteria	Qualities	Essential	Desirable	Evidence A-Application I-Interview T- task
Qualifications and training	QTS	Y		A
	Evidence of successful teaching performance	Y		A/T
	Manual handling			A
	TAC PAC		Y	A
	On body signing		Y	A
	Rebound therapy		Y	A
	Sherborne developmental movement			A
Experience	Experience of managing teams and or subject leadership in areas of Physical development and or PMLD/BL	Y		A/I
	Experience of teaching across a range of ages/key stages	Y		A/I
	Experience of teaching PMLD/PMBL learners	Y		A/I
	Experience of informal or formal coach/mentor and support of others (class based support staff or teachers)	Y		A/I
	Knowledge and application of the engagement model		Y	A/I
	Experience of delivering accredited qualifications in a SEND setting e.g. Sports Leaders		Y	A/I
	Experience with working with multi agency professionals such as; physio, OT, SALT, SSN			A/I

Skills and knowledge	Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve	Y		A/I/T
		Y		
	A strong understanding of national developments and research in PMLD/PMBL development	Y		A/I
	An understanding of effective strategies to support PMLD/PMBL learners	Y		A/I
	Ability to deliver creative sensory based learning	Y		I
	Excellent interpersonal and communication skills and the ability to inspire those around them	Y		A/I
	Excellent communication and leadership skills to work with staff, students, and external professionals.	Y		A/I
	Excellent organisational skills and attention to detail		Y	A
	Positive, collaborative, solution focused and supportive approach		Y	A/I
	Ability to provide a nurturing, inclusive environment that celebrates individual progress and promotes well-being	Y		A/I
	Knowledge and understanding of how sports premium can be used to support pupil development in the primary phase	Y		I
	Awareness of local and national organisations that can provide support with delivering the subject	Y		I
	Ability to build effective working relationships with staff and other stakeholders	Y		A/I
		Y		
	Ability to adapt teaching to meet pupils' needs in relation to their SEND and provision outlined within their EHCP	Y		A/I/T
		Y		
		Y		

	Ability to build effective working relationships with pupils, colleagues, families and external agencies			A/I
	Knowledge of guidance and requirements around safeguarding children			I
	Effective IT skills			A
	Effective communication and interpersonal skills			A/I
	Ability to communicate a vision and inspire others			A/I

Personal qualities	A commitment to achieving the best outcomes for all pupils & prioritising their needs	Y		A/I
		Y		
	A commitment to achieving the best outcomes for all pupils & prioritising their needs	Y		I
	High levels of personal resilience	Y		I
	Solution focused	Y		I
	Commitment to own professional development and growth	Y		A/I
	Effective team player	Y		A/I
	Self-awareness and the ability to act as a role model to others	Y		I
	Uphold and promote the ethos and values of the school	Y		A/I
	Ability to work under pressure and prioritise effectively	Y		A/I
	Maintain confidentiality at all times	Y		I
	Commitment to safeguarding and equality	Y		A/I
	Commitment to children's universal rights	Y		A/I
	A commitment to communicate and involve parents and pupils in the work of the school	Y		A/I
	An awareness and understanding of, and commitment to, equal opportunities	Y		A/I
	A heightened awareness of the issues involved in the education of children with SEND			A/I
Safeguarding	Enhanced DBS is essential. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role	Y		