

Job Description

PURPOSE OF THE POST

- To provide high-quality, inclusive education that supports pupils with Special Educational Needs and Disabilities (SEND) to make progress physically, academically, socially and emotionally.
- To promote physical wellbeing, healthy lifestyles and participation in accessible physical activity for all pupils.
- To uphold the aims, values and strategic objectives of the school and trust, ensuring these are reflected consistently in practice.
- To embed equity, inclusion and equal opportunities across PE and wider curriculum provision.
- To deliver engaging, meaningful and well-adapted PE and classroom-based learning that promotes independence, confidence and positive life outcomes.
- To provide inclusive, needs-led teaching using evidence-based approaches, including adapted sports, sensory-motor activities and flexible curriculum pathways.
- To ensure all pupils can access physical activity through appropriate adaptation, communication systems and supportive environments.
- To place the individual learner at the centre of all planning, ensuring personalised provision informed by assessment, collaboration and pupil voice.

DUTIES AND RESPONSIBILITIES

Teaching and Learning

- Plan, prepare and deliver high-quality PE lessons alongside general curriculum subjects (e.g. Maths, English, Life Skills) tailored to pupils with SEND.
- Adapt physical education activities to meet a wide range of physical, sensory and cognitive needs, ensuring safe and inclusive participation.
- Deliver a broad and balanced curriculum using personalised and flexible approaches aligned to pupils' strengths and readiness.
- Promote engagement, teamwork, communication and resilience through physical activity and classroom learning.
- Support pupils' regulation and wellbeing using proactive, relational and trauma-informed strategies.
- Ensure safe practice in PE, following health and safety procedures, risk assessments and safeguarding requirements.

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Assessment, Progress and EHCP Responsibilities

- Assess, monitor and report on pupils' progress in both physical development and academic subjects.
- Plan and review learning programmes based on assessment data and EHCP outcomes.
- Track progress in areas such as motor skills, coordination, engagement and independence.
- Maintain accurate records of pupil development, achievement and wellbeing.
- Contribute to EHCP reviews, annual reviews and meetings with families and professionals.

Classroom and Activity Leadership

- Lead and support teaching assistants in PE and classroom lessons, ensuring effective deployment.
- Organise inclusive sports activities, enrichment sessions and events where appropriate.
- Maintain a structured, safe and stimulating learning environment including indoor and outdoor spaces.
- Prepare and adapt resources to meet a wide range of sensory, physical and learning needs.

Collaboration with Families and Wider Teams

- Communicate effectively with families about pupils' progress, wellbeing and participation in physical and academic activities.
- Work collaboratively with therapists (e.g. physiotherapists, occupational therapists) and SEND professionals.
- Support transitions between classes, key stages and settings, including preparation for community participation.
- Promote active lifestyles beyond school, encouraging family engagement where appropriate

Professional Responsibilities

- Uphold all school and trust policies including safeguarding, behaviour, inclusion and health & safety.
- Maintain professional knowledge of SEND, inclusive PE and adaptive teaching strategies.
- Attend and contribute to CPD, meetings and training.
- Ensure all statutory and safeguarding requirements are met at all times.

CORE RESPONSIBILITIES AND DUTIES

- Ensure that you understand and comply with the trust Health and Safety policy by following the relevant procedures that are in place.
- Read, uphold, and promote the safety and wellbeing of students as set out in the trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the trust Employee Code of Conduct.
- Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

SAFEGUARDING

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion.

All our employees are expected to demonstrate a commitment to our shared principles and the Oak Way.

Oak Learning Partnership is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

PE and General Subjects Teacher Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • Degree (Level 6+) in PE, Sports Science, Education or a related subject. • Experience teaching pupils with SEND, including delivering adapted physical activity. • Understanding of inclusive practice and differentiated teaching. • Commitment to professional development. • Ability to build positive relationships with pupils and families. 		<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Additional SEND or PE-related qualifications. • Training in adaptive PE, sensory integration, or therapeutic physical activities. • Experience with communication approaches (AAC, PECS, visual supports).
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Strong classroom practitioner able to deliver inclusive teaching across PE and general subjects. • Ability to adapt sports and physical activities to meet diverse needs. • Knowledge of motor development, physical regulation and sensory needs. • Experience planning differentiated lessons across subjects. • Ability to support emotional regulation and engagement through structured activity. • Skilled in assessing and responding to pupil progress, including EHCP outcomes. • Ability to reflect and adapt teaching based on pupil response. 		
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<ul style="list-style-type: none"> • Professional, reliable and committed. • Passion for supporting pupils with SEND and promoting inclusion. • Strong teamwork and leadership skills. • Patient, calm and responsive to pupils' needs. • Confident in managing behaviour using de-escalation approaches. • Flexible, creative and solution-focused. • Committed to equality, diversity and inclusion • Willingness to work positively with distressed or dysregulated behaviour, using de-escalation and reflective practice. • Strong commitment to inclusion, equity and equal opportunities. 		