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| **Person Specification** | | | | | | | |
| Assessment Method (Application / Interview / Observation or Task) | | A | | I | | O/T | |
| 1 Qualifications | | | | | | | |
| 1.1 | Qualified Teacher Status | | X | |  | |  |
| 2 Knowledge and Understanding | | | | | | | |
| 2.1 | A clear and well thought out understanding of current educational issues, theory and practice. | |  | | X | |  |
| 2.2 | Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements. | | X | |  | |  |
| 2.3 | Have a secure knowledge and understanding of their specialist subject(s) or the ability to develop this | | X | |  | |  |
| 2.4 | Understand progression in their specialist subject(s), including before their specialist age range. | | X | |  | |  |
| 2.5 | Cope securely with subject-related questions which pupils raise and know about pupils common misconceptions and mistakes in their specialist subject(s). | | X | |  | |  |
| 3 Planning and Setting Expectations | | | | | | | |
| 3.1 | Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. | |  | |  | | X |
| 3.2 | Set appropriate and challenging expectations for pupils’ learning and motivation. Set clear targets for pupils’ learning, building on prior attainment. | |  | |  | | X |
| 3.3 | Identify pupils who have specific learning needs, and know where to get help in order to give positive and targeted support. | |  | |  | | X |
| 4 Teaching and managing student’s learning | | | | | | | |
| 4.1 | Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. | |  | |  | | X |
| 4.2 | Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. | |  | | X | |  |
| 4.3 | Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. | |  | |  | | X |
| 5 Assessment and evaluation | | | | | | | |
| 5.1 | Assess how well learning objectives have been achieved and use this assessment for future teaching. | |  | | X | |  |
| 5.2 | Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress. | |  | |  | | X |
| 5.3 | When applicable, understand the demands expected of pupils in relation to the National Curriculum and Key Stage 4 courses. | |  | | X | |  |
| 6 Student achievement | | | | | | | |
| 6.1 | Secure progress towards pupil targets. | |  | | X | |  |
| 7 Relations with parents and the wider community | | | | | | | |
| 7.1 | Know how to prepare and present informative reports to parents. | |  | |  | | X |
| 7.2 | Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples. | |  | | X | |  |
| 7.3 | Understand the need to liaise with agencies responsible for pupils' welfare. | |  | | X | |  |
| 8 Managing own performance and professional development | | | | | | | |
| 8.1 | Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. | | X | |  | |  |
| 8.2 | Understand their professional responsibilities in relation to school policies and practices. | |  | |  | | X |
| 8.3 | Set a good example to the pupils they teach in their presentation and their personal conduct. | |  | |  | | X |
| 8.4 | Evaluate their own teaching critically and use this to improve their effectiveness. | |  | | X | |  |
| 9 Leading and developing staff and other adults | | | | | | | |
| 9.1 | Establish effective working relationships with professional colleagues. | |  | | X | |  |
| 9.2 | Understanding of the role | | X | | X | |  |
| 9.3 | Experience of leading a team? | |  | | X | |  |
| 9.4 | Excellent communication skills | | X | | X | |  |
| 9.5 | Good organisation / time management | |  | |  | | X |
| 9.6 | Strong sense of personal motivation | | X | | X | |  |
| 9.7 | Understanding and knowledge of systems and processes | | X | | X | | X |
| 9.8 | An understanding of good teaching and an indication of how they would support other staff | |  | | X | |  |
| 9.9 | An understanding of, and indicators for pupil progress | |  | | X | | X |
| 9.10 | Ability to support colleagues to improve/Training of other staff | | X | | X | |  |
| 9.11 | Experience of leading whole school initiatives | |  | | X | |  |
| 9.12 | Experience of contributing to the school development plan | |  | |  | | X |
| 9.13 | The ability to a vision for the development of the key stage | |  | | X | |  |
| 9.14 | An understanding of strategies for behaviour for learning | |  | | X | |  |
| 9.15 | An understanding of strategies to secure parental involvement/Celebrate success | |  | | X | |  |
| 10 Managing resources | | | | | | | |
| 10.1 | Select and make good use of resources to secure effective teaching and learning. | |  | | X | |  |
| 11 Other attributes considered desirable at Pinewood School | | | | | | | |
| 11.1 | A record of excellent attendance and punctuality. | |  | |  | | X |
| 11.2 | Excellent written and oral communication skills, including appropriate ICT skills. | | X | | X | |  |
| 11.3 | The ability to work, and contribute, effectively within relevant teams. | |  | |  | | X |
| 11.4 | The ability to work actively and effectively with parents, governors and other stakeholders. | |  | |  | | X |
| 11.5 | Flexibility and a willingness to be involved in the life of Pinewood School. | |  | | X | |  |
| 11.6 | The ability to use own initiative and motivate others. | |  | | X | |  |
| 11.7 | A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development. | | X | |  | |  |
| 11.8 | Commitment to implement Equal Opportunity, Child Protection and Safeguarding policies. | |  | | X | |  |
| 11.9 | A developing range of successful teaching strategies. | |  | | X | | X |
| 11.10 | A secure knowledge of the importance of data as a means both to measure and to extend progress. | |  | | X | |  |
| 11.11 | A high level of organisational and planning skills. | |  | |  | | X |
| 11.12 | The ability to create a stimulating visual environment for the classroom. | |  | | X | | X |
| 11.13 | The ability to create a dynamic learning environment which values and enables everyone equally. | |  | | X | | X |
| 11.14 | A commitment to the vision and aims of Pinewood School. | |  | | X | |  |
| 11.15 | An awareness of equal opportunities issues generally and specifically of how they relate to this area of work. | |  | | X | |  |