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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 |  |