

Person Specification

SUBJECT [CLASSROOM] TEACHER

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status or evidence of training that will lead to registration by the General Teaching Council. 	<ul style="list-style-type: none"> Evidence of on-going professional development specific to this field of specialist teaching and support.
Professional experience	<ul style="list-style-type: none"> Successful teaching within the age range of the post. Successful teaching and support of bilingual learners together with evidence of raising standards of attainment. Experience of working as part of a team and contributing to the development of whole-College policies. Experience of partnership teaching and developing original learning resources. Evidence of successful teaching in a number of secondary schools across Key Stages Three, Four and Post 16. Experience and skills in strategies to promote positive behaviour management and social inclusion. 	<ul style="list-style-type: none"> Experience in planning and managing the work of Teaching and Learning Associates/teaching assistants.
Knowledge	<ul style="list-style-type: none"> A good understanding and overview of the National Curriculum together with up-to-date knowledge of the key skills programme and other forms of accreditation. Knowledge and understanding of current ethnic minority achievement issues and practical strategies to support bilingual learners who are recent arrivals to the country. Knowledge of the Special Educational Needs Code of Practice and its application. Knowledge of child protection guidelines and procedures. 	<ul style="list-style-type: none"> Interest in vocational and work-related learning opportunities.

Specification	Essential	Desirable
Skills and Abilities	<ul style="list-style-type: none"> ▪ The ability to contribute to the writing of progress files. ▪ Good communication skills with students, parents and staff. ▪ The ability to contribute to parent/guardian/carer consultations. ▪ The ability to use a range of classroom management and teaching strategies. ▪ High standards and expectations. ▪ Knowledge and understanding of teaching and learning styles. ▪ The ability to challenge and support all students to achieve their potential. ▪ Understanding and competence in Information and Communication Technology. ▪ The ability to be flexible in adapting to different methods of lesson planning, work preparation, classroom organisation and codes of practice regarding behaviour management. 	<ul style="list-style-type: none"> ▪ The ability to demonstrate organisational and administrative skills appropriate to a role which involves contact with many other professionals and outside agencies.
Personal qualities	<ul style="list-style-type: none"> ▪ Commitment to a broad and balanced education for all students. ▪ Clear vision, ability to think creatively, plan, monitor, evaluate and review. ▪ Talent for promoting positive relationships with all members of the College, colleagues within the Trust and wider community. ▪ Ability to work under pressure. ▪ Willingness to contribute to the wider life of the College and the Trust. ▪ Willingness to contribute to supervision duties out of lessons – at break time, lunch time, etc. ▪ Good record of attendance and punctuality. ▪ Professional standard of personal presentation and dress. 	<ul style="list-style-type: none"> ▪ Good sense of humour. ▪ Ambitious, potential for further promotion. ▪ Interests and experiences outside teaching – ability to sustain an equitable work/life balance.