|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Method of Assessment** |
| **General Qualifications & Training** |
| Relevant degree | ✓ |  | A / D |
| QTS or equivalent | ✓ |  | A / D |
| ICT proficiency | ✓ |  | A / I |
| Commitment to attend appropriate training and development | ✓ |  | A / I |
| **Experience** |
| Key stage 3 and 4 experience | ✓ |  | A / I / R |
| Key stage 5 experience |  | ✓ | A / I / R |
| Good subject and curriculum knowledge | ✓ |  | A / I / R |
| Ability to plan and deliver differentiated, interactive and stimulating lessons | ✓ |  | A / I / R |
| Ability to adapt teaching to respond to the strengths and needs of all students | ✓ |  | A / I / R |
| Ability to manage behaviour effectively to ensure a good and safe learning environment | ✓ |  | A / I / R |
| Ability to promote good progress and outcomes for all students | ✓ |  | A / I / R |
| Ability to utilise assessment data in effective lesson planning and targeted intervention | ✓ |  | A / I / R |
| **Personal Attributes** |
| Well motivated, enthusiastic, adaptable and willing to take on a challenge | ✓ |  | I |
| Excellent communication skills | ✓ |  | A / I |
| Demonstrates passion and desire for their subject to inspire and enthuse students of all abilities | ✓ |  | A / I |
| Consultative, yet able to work independently | ✓ |  | A / I / R |
| A genuine interest and empathy for young people | ✓ |  | I |
| High expectations, and the belief that all students, whatever their background, can achieve their full potential | ✓ |  | A / I |
| Strong commitment to inclusive education | ✓ |  | A / I |
| Ability to build positive working relationships | ✓ |  | A / I / R |
| Good sense of humour and perspective | ✓ |  | I |
| **Other Requirements** |
| Good record of attendance and punctuality in current / previous employment (not including absences resulting from disability) | ✓ |  | I / R |
| Driving licence and willingness to work across different academy sites | ✓ |  | D / I |
| No serious health problem which is likely to impact upon job performance (which cannot be accommodated by reasonable adjustment) | ✓ |  | A / I |
| Appointment of the successful applicant will be subject to satisfactory DBS disclosure at an enhanced level (further information can be found at www.disclosure.gov.uk) | ✓ |  | D |

**Methods of Assessment: A – Application Form I – Interview R – References D – Documents**

**All adults in school have a responsibility to safeguard and promote the welfare of children**