Teacher
PERSON SPECIFICATION

	Criteria	Essential	Desirable	Application Form	Certificates	Selection Process	Reference
Qualifications	Qualified teacher status in England and Wales	✓		✓	✓		
	Degree	✓		✓	✓		
	A continued commitment to own professional development.	✓		✓	✓		
Skills and Experience	Teaching experience (including training practice) within the designated age range	✓		✓			
	An inspirational teacher with an excellent understanding of practice and current teaching experience of secondary age students at KS3 & 4 and GCSE	✓				✓	✓
	Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children.	✓				✓	
	Knowledge of current legislation, guidance and developments relating to the subject area.	✓		✓		✓	
	Successful practice in accordance with the specified teaching standards 2013 (as identified below).	✓				✓	✓
Personal Qualities	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓				✓	✓
	Ability to work under pressure and prioritise effectively	✓		✓		✓	✓
	An energetic and enthusiastic presence that commands respect.		✓			✓	
	Integrity, respect for others and a commitment to safeguarding and equality	✓				✓	
	Self-motivated, organised and ambition for self and others		✓			✓	

Teacher Standards

Sets high expectations and inspires, motivates and challenges all pupils by:

Establishing a safe and stimulating environment for pupils, rooted in mutual respect.

Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.

Promotes good progress and outcomes by pupils by:

Being accountable for pupils' attainment, progress and outcomes.

Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.

Guiding pupils to reflect on the progress they have made and their emerging needs.

Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.

Encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrates good subject and curriculum knowledge by:

Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.

Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value if scholarship.

Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and correct use of standard English, whatever the teacher's specialist subject. If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.
Plan to teach well-structured lessons by:
Imparting knowledge and developing understanding through effective use of lesson time. Promoting a love of learning and children's intellectual curiosity. Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Reflecting systematically on the effectiveness of lessons and approaches to teaching. Contributing to the design and provision of an engaging curriculum within the relevant subject area(s)
Adapt teaching to respond to the strengths and needs of all pupils by:
Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development. Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
Make accurate and productive use of assessment by:
Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements Making use of formative and summative assessment to secure pupils' progress. Using relevant data to monitor progress, set targets and plan subsequent lessons. Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
Manage behaviour effectively to ensure a good and safe learning environment by:
Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
Fulfil wider professional responsibilities by:
Making a positive contribution to the wider life and ethos of the school. Developing effective professional relationship with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. Communicating effectively with parents with regard to pupils' achievements and well-being.