

PERSON SPECIFICATION FOR TEACHING POSTS

Method of Evidence for each criteria:

- 1) Application
- 2) Presentation of original Documents
- 3) Testing through assessment process
- 4) Interview
- 5) References

Job Title: **Part-Time Teacher of Maths**

Location: **The Compass Learning Centre**

Grade: **MPS / UPR**

Criteria	Essential	Desirable	Assessment/Evidenced From: Application, References, Documents (originals) Selection task, Interview
Qualifications	Degree Teaching qualification with QTS Evidence of commitment to own relevant and substantial CPD Permitted to work in the UK	<ul style="list-style-type: none"> Honours Degree or Higher Higher qualification in education and/or management Further qualification in education or leadership 	Application form, documents
Experience	1. Minimum of 1 years of qualified teaching experience 2. Proven experience of teaching Maths at KS3 & KS4 3. Working knowledge of Safeguarding and Child Protection procedures 4. SEN/SEMH knowledge alongside experience of working with pupils with behavioural and learning difficulties 5. Good/outstanding classroom teacher with high expectations and aspirations for our students' achievement and behaviour	<ul style="list-style-type: none"> Ability to offer to teach another subject(s) Experience of latest data analysis tools as an contributor and end user Has implemented strategies that have impacted positively on performance in Maths and therefore has improved outcomes for students Clear plan for, and understanding of, Progress and assessment without levels in Maths Has experience of working with other Core Maths teachers/leaders Demonstrated how they have raised standards in previous roles 	Application form Letter of application Selection process References

	<p>6. Effective contributor to school systems with a clear understanding of process</p> <p>7. Proven track record in raising standards and supporting student achievement</p> <p>8. Proven leadership skills and ability to motivate and inspire others</p> <p>9. Clear commitment to continuous school improvement</p> <p>10. Experience of self-evaluation to shape improvement</p> <p>11. High level of data literacy to analyse trends across Maths and initiate effective responses</p> <p>12. An excellent communicator with strong interpersonal skills</p>	<ul style="list-style-type: none"> • Can articulate how that have inspired young people to excel in their Maths and explain what those outcomes were 	
Curriculum development	<p>13. To lead curriculum development in the Maths area</p> <p>14. Up to date knowledge of local and national development in Maths and to inform teaching colleagues and line managers</p> <p>15. To keep under review the courses offered by the various examination boards with a view to selecting the best opportunities through which our students can excel</p> <p>16. Have high expectations of pupil achievement and standards</p>	<ul style="list-style-type: none"> • Evidence of being accountable for their work where the impact has had a positive effect on the performance of a school • Using data to inform the work of the Maths to improve outcomes for young people and to drive curriculum developments • Experience of interpreting data, using it to diagnose weakness that need addressing and implementing a range of responses that help students to achieve • Knowledge of legislation and DfE Statutory guidance relating to Alternative Provision 	<p>Letter of application</p> <p>Selection process</p> <p>References</p>

	17. Use pupil performance data, information and other strategies to raise standards		
Learning & Teaching	<p>18. Proven track record or success in teaching and learning in Maths and a good /outstanding practitioner</p> <p>19. To lead Maths across the centre (KS3-4)</p> <p>20. To ensure exchange and sharing of good practice between colleagues who teach the Maths</p> <p>21. To lead the production of schemes of work and assessment materials</p> <p>22. To co-ordinate all aspects of examination and assessment preparation in relation to the Maths</p> <p>23. Monitor and evaluate teaching and learning in relation to Maths</p> <p>24. Implement imaginative and innovative approaches to teaching and learning in Maths</p> <p>25. Implementation of intervention programmes that have a sustained impact on attainment in Maths</p> <p>26. To support teaching colleagues in all areas of classroom and behaviour management and discipline in line with the schools policies</p> <p>27. Tracking and monitoring identified groups and designing interventions which</p>	<ul style="list-style-type: none"> • Experience of Line Management or Curriculum leadership • Implementation of a data tracking system for Maths, which had a sustained and demonstrable impact on pupil progress. • Experience of use of SIMS or CMIS or other school database • Using evidence based practice to design and deliver outstanding learning in Maths 	<p>Letter of application</p> <p>Selection process</p> <p>References</p>

	<p>have shown a positive effect on attainment and attitude</p> <p>28. To encourage and participate in a wide ranging enrichment programme</p>		
Developing Self and Working with Others	<p>29. Genuine belief in and the skills to unlock the potential of every student</p> <p>30. Have positive relationships with pupils and staff at all levels</p> <p>31. Effective engagement with external partners</p> <p>32. Be committed to further developing own skill set</p> <p>33. High degree of Emotional Intelligence</p> <p>34. Skilful management and maintenance of working relationships with parents and other stakeholders</p>	<ul style="list-style-type: none"> • Participating in lesson observations and other forms peer to peer scrutiny and support leading to improvement in delivery and outcomes for students • Using evidence based practice to design and deliver outstanding learning across the school in collaboration with colleagues 	<p>Letter of application</p> <p>Selection process</p> <p>References</p>
Resourcing	<p>35. To identify and bid for resources, providing a clear rationale of need and costing impact and desired outcome</p> <p>36. To manage, care for and maintain in good order resources used in the learning and teaching of the Maths</p> <p>37. To act in accordance with Health and Safety guidance affecting the delivery of the Mathematics</p> <p>38. To be responsible for all aspects of Health and Safety in relation to Maths and Maths delivery</p>	<ul style="list-style-type: none"> • Resilience and motivation to lead the learning in the Maths through the day to day challenges of working in a Learning Centre • Strategic and analytical thinking and the potential to adopt an entrepreneurial approach to developing the role. 	<p>Letter of application</p> <p>Selection process</p> <p>References</p>