

TEACHER OF Maths - PERSON SPECIFICATION

Skills/Abilities	Essential	Desirable	How Identified
Qualifications	• A relevant honours degree • Qualified Teacher status	• Evidence of recent relevant professional qualifications and / or training	• Evidence of paper qualifications
Teaching	• Ability to teach mathematics to GCSE. • Able to plan and teach effective lessons across the relevant curriculum, age and abilities ranges. • Establishes a safe working environment for students, rooted in mutual respect. Has good relationships with students. • Has high expectations of students, both in terms of their behaviour and their work in the classroom and beyond. • Recent experience of teaching at KS4. • Has a secure knowledge of the relevant subject and curriculum area(s). • Able to demonstrate and promote high standards of literacy. • Able to reflect systematically on the effectiveness of lessons. • Has an understanding of the needs of all students, including SEND, more able and EAL. • Understands how data is used to monitor student progress.	• Ability to teach additional maths at KS4 • Has a good understanding of recent developments within mathematics related curriculum(s) at KS3 and KS4. • Able to contribute to the planning of an engaging curriculum within the relevant subject area(s). • Has experience of teaching pupils with additional needs, such as SEND, more able, EAL. • Has experience of statutory assessments within the relevant subject area(s).	• Teaching skills to be assessed through a teaching episode. • Candidate will have the opportunity to reflect on their lesson and discuss any areas not covered in the lesson during the panel interview. • Range of knowledge and experience and literacy skills can also be demonstrated on the application form.
Personal and Professional Conduct	• Able to make good use of ICT as a learning resource. • Good written and verbal communication skills. • Able to plan, organise and manage time effectively. • Able to work well with others. • Be aware of the current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. • Excellent attendance and punctuality.	• If not an ECT, evidence that CPD has been used to improve professional practice. • Willing to contribute to the extra-curricular life of the school.	• Communication skills, ICT skills and time management to be assessed during the teaching episode. • Communication skills, awareness of safeguarding procedures, continuing professional development and extra-curricular experience to be assessed during the panel interview.

			• Attendance and punctuality, ability to work with others to be confirmed by references.
Additional Requirements	• Enhanced DBS. • Two satisfactory references.		• Receipt of DBS form. • Receipt of references.