



PERSON SPECIFICATION SENSA – Maths and Science Specialist

A Person Specification defines the required qualifications, knowledge, skills, and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process – these are referred to as essential in the table below.

All members of staff employed by the Minster Trust for Education support and promote the school's aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles;
2. To engender a lifelong love of learning;
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth;
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness;
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual;
6. To develop and maintain excellence in teaching and learning.

*Note: when completing your application form please have regard to how each of the **essential** elements of the person specification will be assessed (refer to evidence key at the end of this document). In particular, please ensure that you provide **written** evidence of how you meet the specification for those noted as **W**.*

Attributes & Requirements

	<i>Essential</i>	<i>Desirable</i>
<i>Education & Training</i>	• English and Maths GCSE grade C and above or equivalent qualification. (D) • Grade 2 Braille OR a willingness to learn and develop these skills on a continuous basis. (W, D, I)	• Job specific training • Qualifications at A Level Standard in Maths and Sciences
<i>Experience and Skills</i>	• Experience of working with or supporting learners. (W, I) • Ability to build a rapport with learners, including those with special educational needs. (I)	• Experience of working in the educational sector (I)



	• Ability to understand child development and the implications of vision impairment. (W, I) • Ability to use ICT and to learn new ICT skills. (W, D, I) • Ability to organise time effectively, creating work schedules, prioritising workload and meeting deadlines. (W, I) • Ability to take responsibility for own actions and make decisions without referring to others on occasions. (W, I) • Ability to remain calm and self-controlled under pressure. (I) • Ability to be proactive, enthusiastic and committed by taking ownership to ensure tasks are delivered. (W, I) • Ability to communicate effectively, both verbally and in writing, adapting style to suit the audience e.g. preparing reports. (W, I) • Ability to work effectively within a team. (I) • Ability to demonstrate, understand and apply our ethos and values (I)	
Other Conditions	• Able to fulfil all aspects of the job description. (I) • Set a good example of professional standards and abide by our Code of Conduct. (I) • Must satisfy relevant pre-employment checks. (D) • This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced DBS check. (D)	
Equal Opportunities & Safeguarding	• Commitment to equal opportunities. (I)	



	• Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct. (I) • Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice. (I)	
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Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.

February 2023