

**Job Title: Teacher of Design & Technology**

**(Product Design Specialism)**

**Responsible To: Director of Design & Technology**

**Grade: Main/Upper Pay Range**

Person Specification

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| **1. Qualifications and Training** | **Essential/Desirable** | **Source of Evidence** |
| * Qualification Teacher Status (QTS) | **E** | Application Form/  Written Reference |
| * Evidence of continued career development | **E** |
| **2. Experience** | **Essential/Desirable** | **Source of Evidence** |
| * Experience of teaching in Key Stage 3 and 4, with evidence of having achieved successful pupil outcomes | **E** | Application Form/Written Reference/Selection Activity/Formal Interview |
| * Knowledge and understanding of how children learn | **E** |
| * A sound grasp of the concept of inclusive practice | **E** |
| * Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs and how to meet the needs of gifted children | **E** |
| * A clear grasp of the Key Stage 3 and 4 curriculum | **E** |
| * Knowledge of current educational issues | **E** |

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| **3. Professional Knowledge** | **Essential/Desirable** | **Source of Evidence** |
| A clear and good understanding of current educational issues, theory and practice, with particular regard to: |  | Application Form/Formal Interview/Selection Activity |
| * The National Curriculum | **E** |
| * Subject Specialism | **E** |
| * Equality and issues relating to pupils’ access to teaching | **E** |
| * Classroom organisation and class management | **E** |
| **4. Professional Skills** | **Essential/Desirable** | **Source of Evidence** |
| The ability to create a safe and rich learning environment involving: |  | Application Form/Formal Interview/Selection Activity |
| * Clear ideas for, and demonstrated experience of, classroom organisation, planning and record keeping | **E** |
| * A good understanding of child development and the ability to differentiate and select appropriate resources in accordance with pupils’ ability | **E** |
| * Creating a stimulating and enriching visual environment for the classroom | **E** |
| * The ability to work closely with teaching and support staff in developing the school curriculum and the pastoral work of the school | **E** |
| * The ability and willingness to work with parents and encourage their active participation in Education | **E** |
| * Competence in a range of ICT applications | **D** |

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| **5. Personal Attributes** | **Essential/Desirable** | **Source of Evidence** |
| * Good written and oral communication skills | **E** | Written Reference/Application Form/Formal Interview/Selection Activity |
| * Flexibility and willingness to be involved in the school and see the school as a community | **E** |
| * Good health and attendance record | **E** |
| * A willingness to embrace change | **E** |
| * Capacity to deal directly and thoroughly with problems and to see them through in a detailed and complete manner | **E** |
| * A personal concern and warmth for the success and well-being of students and colleagues | **E** |
| * Ability to uphold our core values of respect, honesty and resilience | **E** |
| * Able to demonstrate a commitment to: |  |
| * Equal opportunity for all school users | **E** |
| * Encouraging children to develop self-esteem and tolerance of others | **E** |
| * Furthering your own professional knowledge, skills and experience | **E** |
| **6. Safeguarding Children** | **Essential/Desirable** | **Source of Evidence** |
| * Able to form and maintain appropriate relationships and personal boundaries with children | **E** | Selection Activity/Written Reference/Formal Interview |
| * Has appropriate motivation to work with children and young people | **E** |
| * Has the ability to maintain appropriate relationships and personal boundaries with children and young people | **E** |
| * Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline | **E** |
| * Demonstrates commitment to safeguarding and promoting the welfare of children and young people in accordance with the DfE statutory guidance Keeping children safe in education | **E** |