

South Dartmoor Community College and the Atrium

Person Specification - Teacher



E = Essential, D = Desirable

| Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed. | Essential or Desirable | Application Form | Interview (or other selection activity) |
|--|------------------------|------------------|---|
| Qualifications: | | | |
| Hold a degree and Qualified Teacher Status. | E | ✓ | ✓ |
| Evidence of current professional development. | E | ✓ | ✓ |
| Experience: | | | |
| Familiarity with current educational initiatives & developments & their impact at local level. | E | ✓ | ✓ |
| Experience of pastoral care and tutoring. | E | ✓ | ✓ |
| Awareness of the importance of effective strategies to manage behaviour & support high levels of attainment throughout the schools. | E | ✓ | ✓ |
| Able to teach at Key Stages 3 and 4. | E | ✓ | ✓ |
| Knowledge, Skills and Abilities: | | | |
| Computer Literate | E | ✓ | |
| Knowledge of the SIMS database. | D | ✓ | |
| Able to contribute to school initiatives and be part of a well-motivated team. | E | ✓ | ✓ |
| Able to communicate fluently and effectively (oral & written). Able to motivate, inspire & support students. | E | ✓ | ✓ |
| Able to develop and maintain positive relationships with colleagues, governors, parents, students, the LA & community. | E | ✓ | ✓ |
| Able to plan innovative and inspiring lessons to engage students in their study, providing appropriate feedback in lessons and on written assessments. | E | ✓ | ✓ |
| Able to follow department and school objectives and contribute to subject, department and whole school development. | E | ✓ | ✓ |
| Able to work under pressure. | E | ✓ | ✓ |
| Able to prioritise work. | E | ✓ | ✓ |
| Able to handle difficult & sensitive issues. | E | ✓ | ✓ |
| Able to participate in relevant extra-curricular activities. | E | ✓ | ✓ |
| Further Requirements: | | | |
| Able to display an awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults. | E | ✓ | ✓ |
| Due to the nature of the role, the ability and willingness to work at and travel to different Trust sites from time to time is essential. | E | ✓ | ✓ |

| | | | |
|--|---|---|---|
| VALUES-BASED BEHAVIOURS: | | | |
| Compassion: | | | |
| Recognising need in others and acting with positive intention to promote well-being and improve outcomes. | E | ✓ | ✓ |
| Aspiration: | | | |
| Works to high expectations, modelling the delivery of high-quality outcomes. | E | ✓ | ✓ |
| Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence. | E | ✓ | ✓ |
| Integrity: | | | |
| Acting always in the interests of children and young people. | E | ✓ | ✓ |
| Acting with a consistent and uncompromising adherence to strong moral and ethical principles. | E | ✓ | ✓ |
| Communicating with transparency and respect, creating a working environment based on trust and honesty | E | ✓ | ✓ |
| Collaboration: | | | |
| Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others. | E | ✓ | ✓ |

The College is committed to the safeguarding and wellbeing of students and expects all staff to share in this responsibility. You will be required to work under child protection screening, including enhanced DBS clearance and full reference checks with previous employers.

Person Specification produced by WeST HR Business Partner, November 2021