

**PERSON SPECIFICATION – Expressive Arts Teacher**



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| **SELECTION CRITERIA (no priority order)** | | |
| **Experience and Qualifications** | **Essential** | **Desirable** |
| Appropriate qualification in relevant subject or significant evidence of experience in this area | X |  |
| Qualified Teacher Status with a track record of achieving good outcomes for students | X |  |
| Evidence of recent success in securing improvements in students’ outcomes | X |  |
| **Commitment to Safeguarding** | **Essential** | **Desirable** |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | X |  |
| Commitment to, and belief in, the equal value of all students | X |  |
| Effective and systematic behaviour management | X |  |
| **Teaching and Learning** | **Essential** | **Desirable** |
| Possess the knowledge and relevant skills required to deliver strong outcomes in Expressive Arts through quality of teaching, marking and assessment. | X |  |
| Expertise in planning the progression of subject skills within individual sequences of lessons in  Expressive Arts | X |  |
| Proven track record of high expectations and knowledge of effective strategies to secure good attitudes to learning and behaviour in Expressive Arts | X |  |
| Successful experience of teaching Expressive Arts at Key Stage 3 and 4 | X |  |
| Ability to support the curriculum to ensure a seamless transition from KS2 so that students can build on their prior knowledge and progress in their learning | X |  |
| Excellent understanding of both subject and general teaching pedagogy | X |  |
| **Interpersonal Skills** | **Essential** | **Desirable** |
| Ability to communicate effectively and relate well to all stakeholders | X |  |
| **Personal Qualities / Skills** | **Essential** | **Desirable** |
| Evidence of working constructively under pressure | X |  |
| Demonstrate good decision making skills with an ability to identify and implement solutions to problems | X |  |
| Be committed to continuing professional development and be open to constructive criticism | X |  |
| Possess a “can do”, “will do” work ethic | X |  |