**Impington Village College**

**Person Specification**

**Teacher of French and Spanish**

**To support your application candidates should be able to show evidence of the following:**

|  |  |  |
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| **Criteria** | **Essential** | **Desirable** |
| ***Qualifications and Experience:*** |  |  |
| A teaching qualification | √ |  |
| Honours degree | √ |  |
| The ability to teach French and Spanish | √ |  |
| Can demonstrate excellent classroom practice | √ |  |
| The ability to support extra-curricular activities | √ |  |
| ***Knowledge and understanding :*** |  |  |
| A significant interest in French and Spanish that will engage and excite students |  |  |
| The National Curriculum/QCA Schemes of Work | √ |  |
| A range of teaching and learning styles | √ |  |
| Strategies to raise standards of student attainment | √ |  |
| An effective curriculum to meet the needs to different learners | √ |  |
| ***Leadership & Management skills:*** |  |  |
| An educational philosophy | √ |  |
| A commitment to comprehensive education | √ |  |
| Motivate and inspire both children and adults | √ |  |
| Mentoring and coaching others |  | √ |
| The ability to lead and manage others |  | √ |
| ***Personal & Professional attributes:*** |  |  |
| Good interpersonal skills | √ |  |
| Initiative, resilience and stamina | √ |  |
| Innovation, creativity and critical reflective thinking | √ |  |
| Good organisational skills and ability to meet deadlines | √ |  |
| ICT competence | √ |  |
| An ability to communicate clearly to a range of audiences | √ |  |
| An ability to work hard under pressure | √ |  |
| An ability to share high expectations of achievement and behaviour | √ |  |
| A willingness and desire to contribute to the life of the College, including offering extra-curricular activities or an iCAS experience |  | √ |
| **Safeguarding and promoting the welfare of children**  **At interview candidates should be able to demonstrate:** |  |  |
| Demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children | √ |  |
| Emotional resilience in working with challenging behaviours | √ |  |