**Person Specification**

**Teacher of French with German or Spanish**

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

|  |  |  |
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| **Criteria** | **Essential** | **Desirable** |
| ***Qualifications*** |  |  |
| Qualified teacher status | √ |  |
| Good honours degree reflecting strong ability in French, German/ Spanish | √ |  |
| Evidence of appropriate continued personal and professional development | √ |  |
| ***Professional Experience*** |  |  |
| Successful experience of teaching French, German/ Spanish KS3-4 | √ |  |
| Ability to teach KS5 | √ |  |
| Can demonstrate excellent classroom practice | √ |  |
| Secure knowledge of the characteristics of effective learning, teaching and assessment in French, German/ Spanish |  |  |
| The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour | √ |  |
| An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards | √ |  |
| Knowledge of the National Curriculum | √ |  |
| Experience of teaching IB Diploma |  | √ |
| Experience in a range of relevant extra-curricular activities |  | √ |
| ***Personal Qualities*** |  |  |
| Ability to help develop and support a vision of high quality education based on the Trust’s core values and vision | √ |  |
| Excellent interpersonal and communication skills | √ |  |
| The ability to develop positive relationships with students to realise their potential | √ |  |
| Ability to plan and organise time effectively, work under pressure and meet deadlines | √ |  |
| Energy, drive and enthusiasm | √ |  |
| A positive ‘can-do’ attitude and a willingness to go the extra mile |  |  |
| **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 | | |
| How to safeguard and promote the welfare of young people | | |