**HISTORY TEACHER**

**PERSON SPECIFICATION**

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| **Qualifications** | Qualified Teacher with DfE number or evidence of successful completion of current course |  |
| **Professional knowledge, experiences and abilities** | Is a suitable person to be responsible for children and young people |  |
|  | Good knowledge and understanding of the History curriculum  |  |
|  | Excellent subject knowledge |  |
|  | Ability to deliver high quality teaching and learning in History across the age and ability range |  |
|  | Ability to raise standards of attainment and aspiration |  |
|  | Good classroom management and commitment to positive behaviour management |  |
|  | An understanding of the use of ICT in History teaching and learning and a willingness to develop its use |  |
|  | Successful teaching experience/teaching practice |  |
|  | A commitment to removing barriers to learning and engagement faced by children from disadvantaged backgrounds and those with SEND to ensure excellent progress for all |  |
|  | Experience or knowledge of the requirements of a Form Tutor |  |
| **Skills, attributes and attitudes** | High aspirations for themselves and for all students |  |
|  | Able to work well as part of a team |  |
|  | Enthusiastic, optimistic and positive about working with children |  |
|  | High levels of self-motivation |  |
|  | Reflective and evaluative |  |
|  | High professional standards in dress, attendance, punctuality and time management |  |
|  | Clear verbal communication |  |
|  | Able to communicate clearly in writing |  |
|  | Commitment to hard work and a willingness to ‘go the extra mile’ |  |
|  | Commitment to teaching History in a co-educational, multi-cultural comprehensive school |  |
|  | Commitment to develop the ethos of the school in general and to promote student attainment and achievement in particular |  |
|  | Commitment to Nower Hill’s Equal Opportunities Policy and practice |  |
|  | Commitment to and evidence of relevant professional development |  |
|  | Commitment to the pastoral care and safeguarding of all students |  |
|  | Commitment to and support of the school’s core values |  |