



Teacher of History – Person Specification

| | Essential | A/I | Desirable | A/I |
|--|---|---|--|---------------|
| Education and Qualifications | <ul style="list-style-type: none"> Degree Level qualification QTS Status | A A | <ul style="list-style-type: none"> Post Graduate qualification Relevant professional development over the last 2 years | A A |
| Professional Experience and Knowledge | <ul style="list-style-type: none"> Recent experience of teaching to all Key Stages Experience of teaching across at least two Key Stages in training An understanding of the use of assessment to inform planning Experience of performance management cycles and systems Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance | A/I A/I A/I A/I A/I | <ul style="list-style-type: none"> Ability to teach Religious Studies and/or Geography Promotion of the subject area across curriculum Knowledge of changes to SEND | I A/I A |
| Skills, Knowledge and Aptitude | <ul style="list-style-type: none"> Ability to teach to Key Stage 4 Excellent organisational, planning and interpersonal skills Ability to take initiative, lead, motivate, inspire and support students to achieve excellence Ability to ensure that technologies are used effectively to improve learning Able to use a range of strategies for creating a positive climate for learning Evidence of good/outstanding classroom practice with a proven record or exam success Knowledge and understanding of current curriculum developments Ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students Ability to inspire young people to learn and engage parents in supporting student learning | A/I A/I A/I A/I A/I A/I A/I A/I A/I | <ul style="list-style-type: none"> Willingness to be involved in extended curriculum opportunities in the subject area and across the school | A/I |
| Personal Qualities | <ul style="list-style-type: none"> Ability to work collaboratively and effectively within a team environment | A/I | | |



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| | <ul style="list-style-type: none"> • Able to liaise appropriately and sensitively with colleagues, students, parents and carers | A/I | | |
| | <ul style="list-style-type: none"> • A commitment to diversity and equality | A/I | | |
| | <ul style="list-style-type: none"> • A professional approach in all areas of work | A/I | | |
| | <ul style="list-style-type: none"> • A commitment to inclusive education | A/I | | |
| | <ul style="list-style-type: none"> • A commitment to the safeguarding of children and young people | A/I | | |

***A** = Application/ References; **I** = Interview/ In-Tray Tasks