# Witton Park* <br> Academy 

## PERSON SPECIFICATION

Job Title: Subject Teacher Maths
Duration: Permanent

| No |  | Essential/ Desirable | Application Form | Assessed by I/T/R/O |
| :---: | :---: | :---: | :---: | :---: |
| QUALIFICATIONS |  |  |  |  |
| 1 | A relevant degree qualification. | E | $\checkmark$ |  |
| 2 | Qualified Teacher Status or working towards qualification. | E | $\checkmark$ |  |
| EXPERIENCE |  |  |  |  |
| 3 | Track record of delivering "outstanding" teaching in Maths. | D | $\checkmark$ |  |
| 4 | Sustained delivery of outstanding achievement. | D | $\checkmark$ | $\checkmark$ |
| 5 | Innovation \& creativity to engage, enthuse \& progress learners. | E | $\checkmark$ | $\checkmark$ |
| 6 | Partnership and team working. | D | $\checkmark$ | $\checkmark$ |
| ABILITIES, SKILLS AND KNOWLEDGE |  |  |  |  |
| 7 | Ability to teach to GCSE Maths. | E | $\checkmark$ |  |
| 8 | Ability to deliver effective and outstanding learning and teaching in the classroom. | E |  | $\checkmark$ |
| 9 | Ability to deliver the highest standards of behaviour management. | E |  | $\checkmark$ |
| 10 | Current knowledge of curricula, specifications and assessment criteria in main subject area. | E | $\checkmark$ | $\checkmark$ |
| 11 | Ability to prioritise conflicting demands. | E |  | $\checkmark$ |
| 12 | Ability to set clear articulated targets, to track progress and adopt strategies towards achieving them. | E | $\checkmark$ | $\checkmark$ |
| 13 | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively. | E |  | $\checkmark$ |
| 14 | Ability to communicate effectively, articulately and sensitively with a range of groups and individuals, including effective feedback to accelerate learning. | E | $\checkmark$ | $\checkmark$ |
| 15 | Ability to provide pastoral support to young people in a form group setting. | E | $\checkmark$ | $\checkmark$ |
| PERSONAL QUALITIES |  |  |  |  |
| 16 | Commitment to delivering after-school and pre-exam sessions as required and enrichment opportunities for learners. | E | $\checkmark$ |  |
| 17 | Highly organised and emotionally literate. | E |  | $\checkmark$ |
| 18 | A strong belief in the value of education in developing citizens. | E | $\checkmark$ | $\checkmark$ |
| 19 | Highest levels of professional and personal integrity. | E | $\checkmark$ | $\checkmark$ |
| 20 | A strong commitment to inclusion and overcoming barriers to learning and achievement. | E | $\checkmark$ | $\checkmark$ |
| 21 | Personal resilience, persistence and perseverance. | E | $\checkmark$ | $\checkmark$ |
| 22 | Commitment to the pursuit of continuous professional development of oneself and others. | E | $\checkmark$ | $\checkmark$ |

