

**Person Specification**

|  |  |
| --- | --- |
| Post Title: | **Teacher** |
| Salary/grade: | MPS/UPS |
| Working time: | Full time as specified in the STPCD |
| Reporting to: | Curriculum Leader Mathematics |
| Liaising with: | Curriculum Leader, TLR post holders, Teachers and Support Staff, External Agencies and Parents/Carers |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | Assessed by: | |
| No. |  | Essential / Desirable | App. Form | Interview / Task |
| **QUALIFICATIONS** | | | | |
| 1 | Qualified teacher status | E |  |  |
| 2 | Degree in the relevant qualification | E |  |  |
| 3 | Evidence of continuing professional development | E |  |  |
| **EXPERIENCE** | | | | |
| 4 | Sustained record of effective teaching and good outcomes for students (appropriate to level of experience) | E |  |  |
| 5 | Teaching students at KS3 and KS4 | E |  |  |
| 6 | Pastoral role as form tutor or similar | E |  |  |
| 7 | Completion of, and commitment to, professional development appropriate to role and level of experience | E |  |  |
| **ABILITIES, SKILLS & KNOWLEDGE** | | | | |
| 8 | Knowledge and understanding of the National Curriculum for the subject | E |  |  |
| 9 | Knowledge of relevant KS4 specifications for the subject | E |  |  |
| 10 | Knowledge and understanding of fundamental principles that underpin effective teaching | E |  |  |
| 11 | Knowledge of effective strategies to promote good behaviour | E |  |  |
| 12 | Ability to form and maintain appropriate professional relationships with children and young people | E |  |  |
| 13 | Ability to inspire and motivate children and young people | E |  |  |
| 14 | Ability to work effectively as part of a team | E |  |  |
| 15 | Ability to plan and teach sequences of work for students of mixed ability | E |  |  |
| 16 | Ability to maintain good discipline in the classroom | E |  |  |
| 17 | Ability to use formative and summative assessment data to adjust teaching | E |  |  |
| 18 | Ability to set clear targets, track and monitor progress and respond effectively to underperformance | E |  |  |
| 19 | Ability to reflect on, and make adjustments to, own practice | E |  |  |
| 20 | Excellent spoken and written communication skills | E |  |  |
| 21 | Good ICT skills, with the ability to adapt to new software | E |  |  |
| **PERSONAL QUALITIES** | | | | |
| 22 | Commitment to safeguarding and promoting the welfare of children and young people | E |  |  |
| 23 | Highly organised | E |  |  |
| 24 | High levels of professional and personal integrity | E |  |  |
| 25 | Personal resilience, persistence and perseverance | E |  |  |
| 26 | A calmness and a sense of proportion | E |  |  |
| 27 | A reasoned educational philosophy commensurate with the school’s ethos and values | E |  |  |