**PERSON SPECIFICATION – Teacher of Spanish**

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| 1. Qualification | * QTS status and subject qualification.
* Degree in MFL (Spanish).
* PGCE in MFL (essential).
* A second language (e.g. French) is desirable.
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| 2. Knowledge and understanding | * A clear and well-thought out understanding of current educational issues, theory and practice.
* Have a detailed knowledge of the relevant aspects of the students’ National Curriculum and other statutory documentation.
* An awareness of upcoming changes in curriculum at all levels.
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| 3. Requirements. | * Have a secure knowledge and understanding of their specialist subject(s) equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula.
* Understand progression in their specialised subject(s), including before their specialist age range.
* Cope securely with subject-related questions which students raise and know about students’ common misconceptions and mistakes in their specialist subject(s).
* The ability to teach with confidence at A-Level, if necessary, as well as at KS3 and KS4.
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| 4. Planning and setting expectations | * Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
* Set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment.
* Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records of individual Education Plans (IEPs).
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| 5. Teaching and managing student’s learning | * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
* Use teaching methods which keep students engaged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
* Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
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| 6. Assessment and evaluation | * Assess how well learning objectives have been achieved and use this assessment for future teaching.
* Standardise assessments in line with whole school procedures.
* Mark and monitor students’ class and homework providing constructive oral and written feedback, setting targets for students’ progress. Implement ‘improvement time’.
* When applicable, understand the demands expected of students in relation to the National Curriculum and Key.
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| 7. Student achievement | * Secure progress towards student targets (generated by SISRA).
* Understand the significance of KS2 data and projecting this forward to ensure pupils make better than expected progress (4-5 levels).
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| 8. Relations with parents and the wider community | * Know how to prepare and present informative reports to parents.
* Recognise that learning takes place outside the school context and provide opportunities to develop students’ understanding by relating their learning to real and work-related examples.
* Understand the need to liaise with agencies responsible for students’ welfare.
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| 9. Managing own performance and professional development | * Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. (BlueSky)
* Understand their professional responsibilities in relation to school policies and practices.
* Set a good example to the students they teach in their presentation and their personal conduct.
* Evaluate their own teaching critically and use this to improve their effectiveness.
* Attend appropriate CPD/Twilights.
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| 10. Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including, where applicable, associate staff.
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| 11. Managing resources | * Select and make good use of Class charts and other resources (ultimately keep up to date with new technology).
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| 12. Other attributes considered desirable at Cardinal Heenan High School | * Have a positive outlook in general.
* A record of excellent attendance and punctuality.
* Excellent written and oral communication skills, including appropriate ICT skills.
* The ability to work, and contribute, effectively within departmental and Year-based teams.
* Attend and contribute positively to Subject/Pastoral meetings.
* Present to Governors if require.
* The ability to work actively and effectively with parents, governors and other stakeholders.
* Flexibility and a willingness to be involved in the life of Cardinal Heenan Catholic High School.
* The ability to use own initiative and motivate others.
* A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.
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| 13. Teacher | * Commitment to implement the School’s Equal Opportunities Policies.
* A developing range of successful teaching strategies.
* A secure knowledge of the importance of data as a means both to measure and to extend progress.
* A high level of organisational and planning skills.
* The ability to create a stimulating visual environment for the classroom.
* The ability to create a dynamic learning environment which values and enables everyone equally.
* A commitment to the mission and aims of Cardinal Heenan Catholic School.
* An awareness of equal opportunities issues generally and specifically of how they relate to this area of work.
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| 14. Loyalty | * At a time of change within the school, to be successful we need staff who are loyal and committed.
* Loyalty to our students and the school community.
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