**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. |
| 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. |
| 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. |
| 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). |
| 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. |
| 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. |
| 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). |
| 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. |
| 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. |
| 10. Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including, where applicable, associate staff. |
| 11. Managing resources | * Select and make good use of Class charts and other resources (ultimately keep up to date with new technology). |
| 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. |
| 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. |
| 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. |