

**PERSON SPECIFICATION**
**Post Title:** Main Scale Teacher / TLR Post Holders

**Pay Scale:** TMS / TLR

Criteria	Essential	Desirable	Sources of Assessment			
			By Application	Reference	Lesson Observation / Data Analysis Task	Interview
<b>A. General</b>						
1. Qualified Teacher Status	✓		✓			
2. Relevant degree in subject	✓		✓			
3. Proven record of consistently effective teaching at Ofsted level 'Good' or above	✓		✓	✓		
<b>B. Set high expectations which inspire, motivate and challenge students</b>						
1. Be able to establish a safe and stimulating environment for students, rooted in mutual respect	✓				✓	
2. Be able to give appropriate challenge in their learning to students of all backgrounds, abilities and dispositions	✓				✓	
3. Be able to demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	✓				✓	
<b>C. Promote good progress and outcomes by students</b>						
1. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these	✓					✓
2. Be able to guide students to reflect on the progress they have made and their emerging needs	✓		✓			✓

3. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching	✓		✓			✓
<b>D. Demonstrate good subject and curriculum knowledge</b>						
1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	✓		✓		✓	
2. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	✓					✓
<b>E. Plan and teach well structured lessons</b>						
1. know when and how to differentiate appropriately, using approaches which enable students to be taught effectively	✓					✓
2. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these	✓		✓			✓
<b>F. Make accurate and productive use of assessment</b>						
1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	✓		✓			✓
2. Make use of formative and summative assessment to secure students' progress	✓		✓			✓
3. Use relevant data to	✓		✓			✓

monitor progress, set targets, and plan subsequent lessons						
4. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.	✓					✓
<b>G. Manage behaviour effectively to ensure a good and safe learning environment</b>						
1. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	✓				✓	
2. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them	✓				✓	
<b>H. Fulfil wider professional responsibilities</b>						
1. Make a positive contribution to the wider life and ethos of the school	✓		✓			
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	✓		✓	✓		
3. Deploy support staff effectively	✓					✓
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	✓		✓			
5. Communicate effectively with parents with regard to students'	✓		✓			

achievements and well-being.						
<b>I. Personal and Professional Conduct</b>						
1. Maintain high standards of ethics and behaviour, within and outside school	✓			✓		
2. Maintain high standards in their own attendance and punctuality.	✓			✓		
<b>J. Leadership Roles (TLR posts only)</b>						
1. To be a confident leader of others, able and willing to hold team members to account for their responsibilities	✓		✓			
2. To be able to create, maintain and develop a positive team culture	✓		✓			✓
3. To be able to use data and other sources of information to monitor and evaluate team and individual performance	✓				✓	
4. To have a proven record of CPD to prepare for or maintain leadership responsibilities		✓	✓			