

## Person Specification

| Assessment Method (Application / Interview / Observation or Task) |  | A | I | O/T |
|---|--|---|---|-----|
| <b>1 Qualifications</b>   |  |   |   |     |
| 1.1   | Qualified Teacher Status   | X |   |     |
| <b>2 Knowledge and Understanding</b>                              |  |   |   |     |
| 2.1   | A clear and well thought out understanding of current educational issues, theory and practice.   |   | X |     |
| 2.2   | Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.   | X |   |     |
| 2.3   | Have a secure knowledge and understanding of their specialist subject(s) or the ability to develop this  | X |   |     |
| 2.4   | Understand progression in their specialist subject(s), including before their specialist age range.  | X |   |     |
| 2.5   | Cope securely with subject-related questions which pupils raise and know about pupils common misconceptions and mistakes in their specialist subject(s).                                 | X |   |     |
| <b>3 Planning and Setting Expectations</b>                        |  |   |   |     |
| 3.1   | Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.  |   |   | X   |
| 3.2   | Set appropriate and challenging expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.                                  |   |   | X   |
| 3.3   | Identify pupils who have specific learning needs, and know where to get help in order to give positive and targeted support.   |   |   | X   |
| <b>4 Teaching and managing student's learning</b>                 |  |   |   |     |
| 4.1   | 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.    |   |   | X   |
| 4.2   | Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.  |   | X |     |
| 4.3   | Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. |   |   | X   |
| <b>5 Assessment and evaluation</b>                                |  |   |   |     |
| 5.1   | Assess how well learning objectives have been achieved and use this assessment for future teaching.  |   | X |     |
| 5.2   | Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.  |   |   | X   |
| 5.3   | When applicable, understand the demands expected of pupils in relation to the National Curriculum and Key Stage 4 courses.   |   | X |     |
| <b>6 Student achievement</b>                                      |  |   |   |     |
| 6.1   | Secure progress towards pupil targets.   |   | X |     |
| <b>7 Relations with parents and the wider community</b>           |  |   |   |     |
| 7.1   | Know how to prepare and present informative reports to parents.  |   |   | X   |
| 7.2   | Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.  |   | X |     |
| 7.3   | Understand the need to liaise with agencies responsible for pupils' welfare.   |   | X |     |
| <b>8 Managing own performance and professional development</b>    |  |   |   |     |
| 8.1   | 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.      | X |   |     |
| 8.2   | Understand their professional responsibilities in relation to school policies and practices.   |   |   | X   |
| 8.3   | Set a good example to the pupils they teach in their presentation and their personal conduct.  |   |   | X   |
| 8.4   | Evaluate their own teaching critically and use this to improve their effectiveness.  |   | X |     |
| <b>9 Leading and developing staff and other adults</b>            |  |   |   |     |
| 9.1   | Establish effective working relationships with professional colleagues.  |   | X |     |
| 9.2   | Understanding of the role  | X | X |     |
| 9.3   | Experience of leading a team?  |   | X |     |
| 9.4   | Excellent communication skills   | X | X |     |
| 9.5   | Good organisation / time management  |   |   | X   |
| 9.6   | Strong sense of personal motivation  | X | X |     |
| 9.7   | Understanding and knowledge of systems and processes   | X | X | X   |
| 9.8   | An understanding of good teaching and an indication of how they would support other staff  |   | X |     |
| 9.9   | An understanding of, and indicators for pupil progress   |   | X | X   |
| 9.10  | Ability to support colleagues to improve/Training of other staff   | X | X |     |
| 9.11  | Experience of leading whole school initiatives   |   | X |     |
| 9.12  | Experience of contributing to the school development plan  |   |   | X   |
| 9.13  | The ability to a vision for the development of the key stage   |   | X |     |
| 9.14  | An understanding of strategies for behaviour for learning  |   | X |     |
| 9.15  | An understanding of strategies to secure parental involvement/Celebrate success  |   | X |     |

|  |  |   |   |   |
|--|--|---|---|---|
| <b>10 Managing resources</b>                                       |  |   |   |   |
| 10.1   | Select and make good use of resources to secure effective teaching and learning.   |   | X |   |
| <b>11 Other attributes considered desirable at Pinewood School</b> |  |   |   |   |
| 11.1   | A record of excellent attendance and punctuality.  |   |   | X |
| 11.2   | Excellent written and oral communication skills, including appropriate ICT skills.   | X | X |   |
| 11.3   | The ability to work, and contribute, effectively within relevant teams.  |   |   | X |
| 11.4   | The ability to work actively and effectively with parents, governors and other stakeholders.   |   |   | X |
| 11.5   | Flexibility and a willingness to be involved in the life of Pinewood School.   |   | X |   |
| 11.6   | The ability to use own initiative and motivate others.   |   | X |   |
| 11.7   | A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development. | X |   |   |
| 11.8   | Commitment to implement Equal Opportunity, Child Protection and Safeguarding policies.   |   | X |   |
| 11.9   | A developing range of successful teaching strategies.  |   | X | X |
| 11.10  | A secure knowledge of the importance of data as a means both to measure and to extend progress.  |   | X |   |
| 11.11  | A high level of organisational and planning skills.  |   |   | X |
| 11.12  | The ability to create a stimulating visual environment for the classroom.  |   | X | X |
| 11.13  | The ability to create a dynamic learning environment which values and enables everyone equally.  |   | X | X |
| 11.14  | A commitment to the vision and aims of Pinewood School.  |   | X |   |
| 11.15  | An awareness of equal opportunities issues generally and specifically of how they relate to this area of work.                                     |   | X |   |
| 11.16  | Experience of running extra-curricular activities  | X |   |   |