

Person Specification

The successful applicant will be able to demonstrate the following minimum requirements in their career to date through A – Application; B – Tests, Exercises; C – Interview; D– References.

| Category | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> Honours degree in the relevant teaching subject or equivalent (A) Relevant subject specialism (A) PGCE or equivalent QTS (A), or QTLS or Certificate in Education / / DTLLS qualification | <ul style="list-style-type: none"> Further professional qualifications / training. (A, C) |
| Experience | <ul style="list-style-type: none"> Teaching Physics at A level and Science up to GCSE to 13+ year olds (A, C, D) Ability to use a range of teaching and learning strategies to secure learner achievement (C) Planning and recording – able to plan a curriculum scheme of work, plan interesting lessons, measure progress and produce information for accurate data tracking (A, C) Track record of outstanding teaching (D) | <ul style="list-style-type: none"> Ability to teach more than one science (A, D) Experience in aspects of departmental leadership (A, C, D) Aspirations to become middle / senior leader (A, C) Further study, work in industry, professional development undertaken (A, C, D) Experience of developing cross curricular projects (B) |
| Knowledge and Understanding | <ul style="list-style-type: none"> Knowledge of the national curriculum at Key Stage 4 & 5 and relevant awarding body syllabuses for GCSE, A Level and BTEC (A, C) Good or outstanding classroom teacher with detailed understanding of pedagogy (A, B, C, D) Of effective assessment for learning strategies (A, C, D) Of how children learn with evidence to show how this can be effectively translated into classroom practice and have an impact upon the levels of learner achievement. (A, B, C, D) Of how ICT and technology more widely can be used to improve teaching and learning (A, B, C, D) Understanding of strategies for raising performance and using monitoring and evaluation structures to allow rigorous review of curriculum delivery (C) | <ul style="list-style-type: none"> Of curriculum developments which personalise learning for learners and so maximise achievement (A, C, D) Able to demonstrate a knowledge of initiatives to link numeracy and literacy and the broader curriculum into their subject (B, C) |
| Other skills and abilities | <ul style="list-style-type: none"> High standard of interpersonal skills and emotional intelligence. Excellent written and oral communication skills with the ability to communicate effectively to a variety of audiences (A, B, C, D) Commitment to working in partnership with parents | <ul style="list-style-type: none"> Ability to demonstrate innovation and creativity in their subject (B, C, D) |

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| | <p>(A, C)</p> <ul style="list-style-type: none"> • Excellent at working in teams (C, D) • Ability to manage time and prioritise well, meet deadlines and work under pressure (A, B, C, D) • Command respect of learners and staff and be an advocate for the UTC (A, C, D) • Able to demonstrate a knowledge of innovative approaches to the teaching of an agreed subject specialism(B) • Evidence of high-quality teaching skills (B) • Strong team working skills and the ability to work effectively with people at all levels (B, D) • Able to create project-based scenarios rooted in the local community or relevant industry (B) | <ul style="list-style-type: none"> • Interest in whole college developments and the wider life of the college (A, C) • Highly developed ICT skills (A, C, D) |
| <p>Personal qualities</p> | <ul style="list-style-type: none"> • Honesty, integrity, ability to build trust (D) • Resilience (B, D) • Energy, enthusiasm and the ability to keep things in perspective (A, C, D) • Commitment to the aims and values of the UTC (A, B, C) • Confidence, communication skills and fluency to deal with employers, learners, parents and community organisations (C, D) • Awareness, understanding and commitment to equal opportunities (A) • An understanding of the needs of young people (C) • Maintains high professional standards at all times (D) • Commitment to own professional development (D) | <ul style="list-style-type: none"> • An understanding of the needs of business and industry (C) |