**PERSON SPECIFICATION**

CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY

Main Professional Grade Teacher January 2019

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| **At Christ the King Catholic Academy** | Essential | Desirable |
| Willing to support the Catholic tradition and spiritual ethos of the academy | √ |  |
| Willing and able to contribute to and share in the corporate life of the academy. | √ |  |
| **Professional Values and Practice** |  |  |
| Is aware of the responsibilities of a teacher. | √ |  |
| Have high expectations of all students and a commitment to raising their educational achievement. | √ |  |
| Treats students consistently, with concern for development. | √ |  |
| Demonstrates and promotes positive values, attitudes and behaviour. | √ |  |
| Understands the contribution of support staff and other professionals. | √ |  |
| Promotes equal opportunities | √ |  |
| Is committed to Continuing Professional Development | √ |  |
| **Knowledge and Understanding** | Essential | Desirable |
| Has secure knowledge and understanding of own subject. | √ |  |
| Knows and understands relevant National Curriculum Programmes of Study. | KS3, KS4 & KS5 |  |
| Knows and understands cross- curricular expectations of the National Curriculum. | √ |  |
| Is aware of pathways for progression through 14- 19 in school, college and work-based settings. | √ |  |
| Is aware of the requirements for Key Stage 2 and Key stage 5 and Further/Higher education. | √ |  |
| Effectively uses ICT for teaching and to support a wider professional role. | √ |  |
| Understands the responsibilities under the SEN Code of Practice. | √ |  |
| Knows a range of strategies to promote good behaviour and a purposeful learning environment. | √ |  |
| **Teaching** | Essential | Desirable |
| Sets challenging teaching and learning objectives relevant to all students in their classes. | √ |  |
| Uses these objectives to plan lessons and sequences of lessons showing how they will assess. | √ |  |
| Takes account of and supports students' varying needs. | √ |  |
| Selects and prepares resources and plans for their organisation. | √ |  |
| Takes part in and contributes to teaching teams. | √ |  |
| Organises and manages teaching and learning time effectively. | √ |  |
| Organises and manages physical space, tools, materials, texts, resources safely and effectively. | √ |  |
| Uses a range of monitoring and assessment strategies and uses this information to improve own planning and teaching. | √ |  |
| Identifies and supports the more able, those failing to achieve potential and those with behavioural, emotional and social difficulties. | √ |  |
| With help, identifies levels of attainment and supports EAL students. | √ |  |
| Records progress and achievements systematically. | √ |  |
| Uses records as the basis for reporting orally and in writing for parents, carers, other professionals and students. | √ |  |
| Establishes a purposeful learning environment where diversity is valued and where students feel secure and confident. | √ |  |
| Teaches clearly structured lessons which interest and motivate and promote active and independent learning- | √ |  |
| Differentiates to meet students' needs, including more able and those with SEN. | √ |  |
| Takes account of different interests, experiences, achievements of boys and girls, and students from different cultural and ethnic groups | √ |  |
| **Other** | Essential | Desirable |
| Willingness to support Residential Retreats / visits abroad |  | √ |
| Willingness to organise and support extra-curricular activities |  | √ |
| **Application** | Essential | Desirable |
| Clear and coherent completion of application form | √ |  |
| Letter of application which addresses the job description and application requirements | √ |  |
| Effective verbal communication skills | √ |  |
| Supportive references. | √ |  |