PERSON SPECIFICATION

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| **Job Title:**  | **Temporary Teacher of RE and Psychology** |
| **Reporting to:**  | **Justin Smith** |
| **Duration:**  | **Maternity Cover** |

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|  | **Essential/****Desirable** | **Application****Form** | **Assessed by****I/T/R/O** |
| **QUALIFICATIONS** |
| 1 | A relevant degree qualification. | **E** | X |  |
| 2 | Qualified Teacher Status. | **E** | X |  |
| **EXPERIENCE** |
| 3 | Track record of delivering “Outstanding” teaching in RE & Psychology related discipline. | **D** | X |  |
| 4 | Sustained delivery of outstanding achievement. | **D** | X | X |
| 5 | Innovation & creativity to engage, enthuse & progress learners. | **E** | X | X |
| 6 | Partnership and team working. | **D** | X | X |
| **ABILITIES, SKILLS AND KNOWLEDGE** |
| 7 | Ability to teach RE & Psychology at Key Stage 3 & 4. | D | X |  |
| 8 | Ability to deliver effective and outstanding learning and teaching in the classroom. | E |  | X |
| 9 | Ability to deliver the highest standards of behaviour management. | E |  | X |
| 10 | Current knowledge of curricula, specifications and assessment criteria in main subject areas. | E | X | X |
| 11 | Ability to prioritise conflicting demands. | E |  | X |
| 12 | Ability to set clear articulated targets, to track progress and adopt strategies towards achieving them. | E | X | X |
| 13 | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively. | E |  | X |
| 14 | Ability to communicate effectively, articulately and sensitively with a range of groups and individuals, including effective feedback to accelerate learning. | E | X | X |
| 15 | Ability to provide pastoral support to young people in a form group setting. | **E** | X | X |
| **PERSONAL QUALITIES** |
| 16 | Commitment to delivering after-school and pre-exam sessions as required and enrichment opportunities for learners. | E | X |  |
| 17 | Highly organised and emotionally literate. | **E** |  | X |
| 18 | A strong belief in the value of education in developing citizens. | **E** | X | X |
| 19 | Highest levels of professional personal integrity. | E | X | X |
| 20 | A strong commitment to inclusion and overcoming barriers to learning and achievement. | E | X | X |
| 21 | Personal resilience, persistence and perseverance. | E | X | X |
| 22 | Commitment to the pursuit of continuous professional development of oneself and others. | E | X | X |