



Many Minds One Heart

# Northfield School & Sports College

## Person Specification

**Job Title:** Teacher of Science  
**Responsible To:** Curriculum Leader of Science  
**Grade:** Main/Upper Pay Range

<b>1. Qualifications and Training</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Qualification Teacher Status (QTS)	<b>E</b>	Application Form/ Written Reference
• Evidence of continued career development	<b>E</b>	
<b>2. Experience</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Experience of teaching in Key Stage 3 and 4, with evidence of having achieved successful pupil outcomes	<b>E</b>	Application Form/Written Reference/Selection Activity/Formal Interview
• Knowledge and understanding of how children learn	<b>E</b>	
• A sound grasp of the concept of inclusive practice	<b>E</b>	
• Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs and how to meet the needs of gifted children	<b>E</b>	
• A clear grasp of the Key Stage 3 and 4 curriculum	<b>E</b>	
• Knowledge of current educational issues	<b>E</b>	

<b>3. Professional Knowledge</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
A clear and good understanding of current educational issues, theory and practice, with particular regard to:		Application Form/Formal
• The National Curriculum	<b>E</b>	Interview/Selection Activity
• Subject Specialism	<b>E</b>	
• Equality and issues relating to pupils' access to teaching	<b>E</b>	
• Classroom organisation and class management	<b>E</b>	
<b>4. Professional Skills</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
The ability to create a safe and rich learning environment involving:		Application Form/Formal
• Clear ideas for, and demonstrated experience of, classroom organisation, planning and record keeping	<b>E</b>	Interview/Selection Activity
• A good understanding of child development and the ability to differentiate and select appropriate resources in accordance with pupils' ability	<b>E</b>	
• Creating a stimulating and enriching visual environment for the classroom	<b>E</b>	
• The ability to work closely with teaching and support staff in developing the school curriculum and the pastoral work of the school	<b>E</b>	
• The ability and willingness to work with parents and encourage their active participation in Education	<b>E</b>	
• Competence in a range of ICT applications	<b>D</b>	

<b>5. Personal Attributes</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Good written and oral communication skills	<b>E</b>	Written
• Flexibility and willingness to be involved in the school and see the school as a community	<b>E</b>	Reference/Application Form/Formal
• Good health and attendance record	<b>E</b>	Interview/Selection
• A willingness to embrace change	<b>E</b>	Activity
• Capacity to deal directly and thoroughly with problems and to see them through in a detailed and complete manner	<b>E</b>	
• A personal concern and warmth for the success and well-being of pupils and colleagues	<b>E</b>	
• Ability to uphold our core values of respect, honesty and resilience	<b>E</b>	
• Able to demonstrate a commitment to:		
• Equal opportunity for all school users	<b>E</b>	
• Encouraging children to develop self-esteem and tolerance of others	<b>E</b>	
• Furthering your own professional knowledge, skills and experience	<b>E</b>	
<b>6. Safeguarding Children</b>	<b>Essential/Desirable</b>	<b>Source of Evidence</b>
• Able to form and maintain appropriate relationships and personal boundaries with children	<b>E</b>	Selection Activity/Written
• Has appropriate motivation to work with children and young people	<b>E</b>	Reference/Formal
• Has the ability to maintain appropriate relationships and personal boundaries with children and young people	<b>E</b>	Interview
• Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	<b>E</b>	
• Demonstrates commitment to safeguarding and promoting the welfare of children and young people in accordance with the DfE statutory guidance Keeping children safe in education	<b>E</b>	