

# Person Specification: Teacher (Science/Maths)



|                  |                                                                                                                                             | Essential | Desirable | Where Measured |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------------|
| Knowledge        | Has a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise student attainment | ✓         |           | A/I/LO         |
|                  | Has an understanding of the effective planning and delivery of a balanced curriculum                                                        | ✓         |           |                |
|                  | Has an understanding of how to support EHCP targets through quality first teaching                                                          | ✓         |           |                |
|                  |                                                                                                                                             |           |           |                |
| Skills/Abilities | Able to link teaching and pedagogy to the bespoke learning needs of pupils                                                                  | ✓         |           | A/I/LO         |
|                  | Able to set, maintain and actively promote high standards of student behaviour                                                              | ✓         |           |                |
|                  | Able to envision, enthuse, inspire and motivate students                                                                                    | ✓         |           |                |
|                  | Good self-management skills, including the effective time-management                                                                        | ✓         |           |                |
|                  | Good decision-making skills; the ability to identify and implement solutions to problems                                                    | ✓         |           |                |
|                  | Able to deliver excellent outcomes for pupils who may have previously struggled to engage with learning                                     | ✓         |           |                |
|                  | Willing to offer enrichment activities for pupils                                                                                           |           | ✓         | A/I            |
|                  | An excellent team player with good inter-personal skills                                                                                    | ✓         |           | A/I            |
|                  | Excellent self-awareness, with an ability to remain calm and communicate effectively when faced with challenging behaviours                 | ✓         |           | A/I            |
|                  | Strong ICT skills and the ability to learn new systems and software as required                                                             | ✓         |           | A/I            |
|                  |                                                                                                                                             |           |           |                |
| Experience       | Knowledge of the science and/or mathematics national curriculum at KS3 and 4                                                                | ✓         |           | A/I            |
|                  | Experience of working with children who have SEMH needs                                                                                     | ✓         |           | A/I            |
|                  | Pastoral/Form Tutor experience                                                                                                              |           | ✓         | A/I            |
|                  | Knowledge/experience of de-escalation techniques and TeamTeach philosophy                                                                   |           | ✓         | A/I            |
|                  | Experience of mentoring staff and sharing good practice                                                                                     |           | ✓         | A/I            |
|                  | Be aware of and follow Health and Safety recommendations related to teaching Science including CLEAPSS guidelines                           |           | ✓         | A/I            |
|                  |                                                                                                                                             |           |           |                |
| Qualifications   | Degree/PGCE in relevant subject area                                                                                                        | ✓         |           | A              |
|                  | QTS                                                                                                                                         | ✓         |           | A              |
|                  | Evidence of continuous professional development                                                                                             | ✓         |           | A/I            |
|                  |                                                                                                                                             |           |           |                |

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|                               |                                                                                                   | Essential | Desirable | Where Measured |
|-------------------------------|---------------------------------------------------------------------------------------------------|-----------|-----------|----------------|
| <b>Educational Philosophy</b> | A commitment to ensure that all students achieve their full potential                             | ✓         |           | A/I            |
|                               | A commitment to the vision, values and aims of the school                                         | ✓         |           | A/I            |
|                               | A commitment to safeguarding all young people                                                     | ✓         |           | A/I            |
|                               | A commitment to keeping updated on developments in education                                      | ✓         |           | A/I            |
|                               |                                                                                                   |           |           |                |
| <b>Other circumstances</b>    | A willingness to contribute to the wider life of the school                                       | ✓         |           | A/I            |
|                               | A clear vision and strong commitment to inclusion and how this can be achieved for students       | ✓         |           |                |
|                               | An ability to fulfil all spoken aspects of the role with confidence through the medium of English | ✓         |           | I              |

A: Application

I: Interview

LO: Lesson observation