## **Person Specification – Teacher of Science**

# **Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

# **Essential**

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| --- | --- |
| 1 | A DCSF recognised and relevant teaching qualification. |
| 2 | Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs. |
| 3 | Recent experience of teaching Key Stage 3/4 Science. |
| 4 | A good knowledge and understanding of Science subject(s)/curriculum areas and the relevant statutory and non-statutory curricula/frameworks. |
| 5 | A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies. |
| 6 | Good written communication skills. |
| 7 | Evidence of relevant and on-going professional development and training, *(not applicable for an NQT).* |
| 8 | Excellent attendance and punctuality. |
| 9 | Ability to meet deadlines. |

# **Desirable**

|  |  |
| --- | --- |
| 10 | A BA/BSc Degree in the subject area (or related to the subject area) or relevant in depth knowledge of the subject area. |
| 11 | Other interests/expertise that would benefit learners and the school. |
| 12 | Knowledge of examination/testing requirements. |
| 13 | Able to teach in an additional Key Stage. |

# **Part B: Assessment Stage**

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

# **Essential**

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| --- | --- |
| 1 | An understanding and ability to set realistic and challenging targets and be able to assess and review learners’ progress. |
| 2 | Able to communicate effectively with children, young people, colleagues and parents/carers. |
| 3 | Able to engage and motivate learners in the school environment. |
| 4 | Able to contribute to and support the development of the curriculum in Science. |
| 5 | Have positive values, attitudes and have high expectations for learners. |
| 6 | Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well being. |
| 7 | Able to work collaboratively as a member of a team and contribute to the professional development of colleagues, including the sharing of effective practice. |
| 8 | Able to plan, organise and prioritise and manage time effectively. |
| 9 | Good verbal and interpersonal skills. |
| 10 | Able to use ICT knowledge and skills in the learning environment. |
| 11 | Have positive values, attitudes and have high expectations for learners. |

# **Desirable**

|  |  |
| --- | --- |
| 12 | An ability to teach across the secondary age range. |
| 13 | Willing and able to contribute to extra curricular activities. |
| 14 | Willing and able to contribute to whole school development initiatives / school improvement planning/self evaluation. |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | Yes | Student Voice | No |
| Application | Yes | References | Yes |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Criminal Records Bureau. |
| 2 | Additional criminal record checks if the applicant has lived outside the UK. |
| 3 | Children’s Barred List Check. |
| 4 | Teacher Prohibition Check. |
| 5 | Qualified teacher Status with professional registration with the General Teaching Council for England. |
| 6 | Two references from current and previous employers (or education establishment if applicant not in employment). |
| 7 | Medical clearance. |