# Teacher of Spanish – Person Specification

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|  |  | **Assessed by:** |
|  | **Essential/ Desirable?** | **Application Form** | **Interview/ Assessment** |
| **Education/Training** |
| Honours Degree | Essential | X |  |
| Teaching qualification together with Qualified Teacher Status (QTS) | Essential | X |  |
| Evidence of further personal and professional development. | Desirable | X |  |
| Honours Degree - Spanish | Desirable | X |  |
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| **Knowledge** |
| A secure knowledge and understanding of the concepts and skills essential for a pupil to succeed in Spanish | Essential | X | X |
| A secure knowledge of the National Curriculum for teaching Spanish at KS3 and KS4. | Essential | X | X |
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| **Skills** |
| The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom. | Essential | X | X |
| The ability to plan for progression in learning, using intervention as necessary. | Essential | X | X |
| The ability to use assessment for learning to improve teaching and learning as well as to assess and record pupil progress. | Essential | X | X |
| The ability to establish a safe and purposeful working atmosphere that supports learning and in which pupils feel secure and confident. | Essential | X | X |
| An enjoyment in working with young people. | Essential | X | X |
| A commitment to working collaboratively within the Department and wider staff. | Essential | X |  |
| A commitment to raising achievement. | Essential | X |  |
| A commitment to teaching the full ability range. | Essential | X |  |
|  |  |  |  |
| **Personal attributes** |
| An ability and willingness to aim inspire and motivate all learners. | Essential |  | X |
| Commitment, enthusiasm and energy. | Essential |  | X |
| Commitment to own personal and professional development. | Essential | X |  |
| A reflective and evaluative practitioner who is willing to learn and develop. | Essential | X |  |
| Willingness to contribute to faculty extracurricular activities. | Essential | X |  |