

PERSON SPECIFICATION Classroom Teacher

A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the teachers sought in our recruitment and selection processes. The Core Professional Standards for Teachers define our expectations in detail.

Newly qualified teachers may only meet the essential requirements and have limited experience of the desirable features gained from school experience but are encouraged to apply.

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • A good honours degree or equivalent (2:2 or higher); • Teaching Qualification; • Qualified Teacher Status. 	<ul style="list-style-type: none"> • A good honours degree or equivalent (2:1 or higher); • A further qualification, degree, diploma, certificate in a relevant subject.
Knowledge and Experience	<ul style="list-style-type: none"> • A thorough knowledge and understanding of the subject area; • Knowledge of the requirements of the National Curriculum as applied to the subject area; • Understanding of and the ability to apply a range of appropriate assessment techniques. 	<ul style="list-style-type: none"> • Knowledge of the Key Stage 3/4/5 subject requirements; • Knowledge of the Post-16 subject area, if relevant; • Knowledge of the assessment arrangements at Key Stage 3/4/5, as relevant.
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to continuing professional development; • Willingness to actively participate in professional learning; • Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape. 	
Skills	<ul style="list-style-type: none"> • Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work; • Ability to teach to Advanced Level, although experience of this is not essential; • Ability to effectively deploy a range of teaching and learning styles to suit the 	<ul style="list-style-type: none"> • Ability to challenge students social, moral and spiritual frames of reference to enable them to reflect and think critically, developing their own views and ethical standpoint; • Ability to work with students in a pastoral role to support the development of their interpersonal skills, social, moral

	<p>nature of the course content and the ability and attainments of students;</p> <ul style="list-style-type: none"> • Capacity to manage the learning environment and student behaviour in a manner which is conducive to productive learning for all students; • Ability to assess student achievements against course objectives and provide outstanding feedback which enables students to maximise their talents and abilities; • Ability to keep excellent administrative and student achievement records; • Ability to relate well to students, staff and parents in a professional manner; • Ability to use ICT as an integral part of teaching and learning programmes. 	<p>and spiritual awareness through a Tutor programme;</p> <ul style="list-style-type: none"> • Ability to work with students in extracurricular activities to add breadth to their experience.
Qualities and Attributes	<ul style="list-style-type: none"> • High expectations of self; • The ability to act on advice and be open to coaching; • A commitment to extra-curricular activities; • A continued interest in developments in teaching and learning; • The ability to motivate others; • The ability to establish effective working relationships with individuals, groups and organisations; • The ability to remain calm and diffuse situations; • The demonstration of a concern for excellence in one's professional work and the achievement of students; • A commitment to support the College's aims, vision and ethos; • Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion; • Energy and commitment to professional responsibilities and to the betterment of all students; • A willingness to contribute to the wider life of the school. 	
Equal Opportunities	<ul style="list-style-type: none"> • An understanding of safeguarding issues and promoting the welfare of children and young people; 	

and Safeguarding	<ul style="list-style-type: none"> • A commitment to safeguarding students; • Suitability to work with children; • A commitment to equal opportunities; • Ability to recognise discrimination and willingness to put Equality Policies into practice; • A willingness to undergo enhanced Disclosure and Barring Service and other employment checks. 	
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PERSON SPECIFICATION
Middle Leader

In addition to the Person Specification for a Teacher, a Middle Leader would be expected to demonstrate the following attributes:

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Willingness to work towards an appropriate leadership qualification. 	<ul style="list-style-type: none"> • An appropriate leadership qualification.
Knowledge and Experience	<ul style="list-style-type: none"> • A thorough understanding of pedagogy and how children learn; • Knowledge and understanding of the principles and practices of high quality teaching and learning; • Understanding of use of target setting and data analysis as tools for improvement; • The capacity to analyse student progress data and identify areas for development; • The capacity to work with groups of students to raise expectations and achievement; • Demonstrable experience of raising standards; • Experience of working closely with parents/carers; • Familiar with working with external agencies. 	<ul style="list-style-type: none"> • Successful experience at middle leadership level in an educational environment; • Has led a team successfully; • Experience of leading and managing innovation and change; • Experience of leading performance management processes to maximise the contribution of colleagues; • Experience of providing training and development programmes to staff.
Professional Development	<ul style="list-style-type: none"> • The capacity to coach and lead staff in implementing development strategies. 	
Skills	<ul style="list-style-type: none"> • An outstanding teacher; • An ability to adopt a variety of leadership styles; 	<ul style="list-style-type: none"> • A proven ability to drive sustained improvements in teaching and learning;

	<ul style="list-style-type: none"> • The ability to develop, embed and maintain systems and processes to ensure excellent outcomes are delivered; • The ability to empower, challenge and motivate staff to become high performing; • The ability to work under pressure and prioritise effectively; • Excellent behaviour management skills; • The ability to lead and motivate a team and hold them accountable for student progress; • The ability to inspire high levels of student progress; • Excellent communication skills; • The ability to think creatively to solve problems and pioneer new approaches; • The ability to work on own initiative; • The ability to communicate vision and the actions required to realise this confidently, clearly and passionately in a variety of formats. 	<ul style="list-style-type: none"> • A proven ability to build capacity in colleagues through coaching, mentoring or training;
Qualities and Attributes	<ul style="list-style-type: none"> • A strong personal presence; • Resilience and the ability to take a long term perspective; • A can-do approach to challenges; • Approachability, openness and integrity. 	

Newton Abbot College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Enhanced Disclosure and Barring and employment checks.