 **PERSON SPECIFICATION FOR TEACHERS**

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|  | **ESSENTIAL** | **DESIRABLE** | **HOW ASSESSED** |
| **QUALIFICATIONS** | * Good honors degree * Teaching qualification | Evidence of other professional study /  Higher degree | Application |
| **EXPERIENCE** | * Evidence of successful involvement in teaching at KS3, KS4 or post 16 with an understanding of recent developments in the teaching and learning of the curriculum area | * Involvement in a key departmental development * Strong involvement in extra-curricular activity | Application, references and interview |
| **KNOWLEDGE** | * Specific subject knowledge to enable you to teach to grade 9 at GCSE * strategies for raising achievement in the curriculum area * different teaching and learning styles * the use of performance data to track student progress and monitor achievement * strategies for ensuring equal opportunities for staff and students | * Curriculum Planning and curriculum changes. * Understanding in the development of your subject area post 16. |  |
| **TRAINING** | * Evidence of high quality training in designated subject area * Strong awareness of educational developments |  | Application and interview |
| **SKILLS** | * Strong and methodic administrative skills * Positive student behaviour management skills * Excellent communication and interpersonal skills * Strong ICT competence * Analytical and problem solving skills |  | Application and interview |
| **QUALITIES** | * Strong public presence * Ambitious, self-confident and flexible * Pupil focused commitment * Ability to inspire * A clear educational vision * A sense of humour * Strong motivation and sense of initiative * Role model for students and staff * Seek support and advice when needed * Excellent attendance and punctuality | Evidence of ‘going the extra mile’, which could include working across Primary / Secondary phase; Enrichment; Progress Intervention. | References and interview |
| **CODE OF PRACTICE ON LANGUAGE REQUIREMENTS** | * Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. * Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. * Ability to listen to stake holders and understand their needs. * Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with specific points of meaning, even in complex situations. |  |  |