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|  | **Teacher Person Specification** |

Essential (E) -Essential to be considered for appointment Desirable (D)- Beneficial for the successful applicant

**How assessed:**

AF - Application form SS - Supporting statement I – Interview

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| **Criteria** | **Essential/ Desirable** | **How assessed** |
| **1. Qualifications / Experience** |  |  |
| 1. Qualified to degree level or equivalent | E | AF |
| 1. Qualified teacher status | E | AF |
| 1. Holding or in the process of completing other relevant professional qualifications | D | AF |
| 1. Successful experience (including teacher training placement) with pupils in an 11-18 school | D | AF/SS/I |
| 1. An understanding of the diverse learning and social needs of children aged 11-18 | D | SS/I |

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| **2. Professional knowledge, experience and skills** | |  | |  | |
| **Vision and core purpose** | |  | |  | |
| 1. Good ambassador for the school with clear values and moral purpose | | E | | I | |
| 1. Ability to contribute to a positive ethos, with emphasis upon high achievement for all | | E | | I | |
| 1. Commitment to going ‘the extra mile’’ for pupils in our care | | E | | SS/I | |
| 1. Commitment to working for the benefit of others | | E | | SS/I | |
| **Specialist Knowledge and Skills** | |  | |  | |
| 1. A good understanding of the National Curriculum and a GCSE Syllabus | | E | | SS/I | |
| 1. A sensitive understanding of how children learn | | E | | SS/I | |
| 1. Excellent oral, written and interpersonal skills | | E | | SS/I | |
| 1. A good understanding of how to assess the progress that pupils make in the classroom | | E | | SS/I | |
| 1. A good understanding of how to plan effective lessons that engage learners, enable pupils to make outstanding progress | | E | | SS/I | |
| 1. A good understanding of safeguarding issues related to working with children | | E | | SS/I | |
| 1. A good understanding of an A’ Level examination syllabus | | E | | SS/I | |
| 1. Familiarity with ICT systems such as SIMs and Interactive whiteboards | | D | | SS/I | |
| **3. Personal Attributes** | |  | |  | |
| 1. Reliability and determination | | E | | SS/I | |
| 1. Ability to work well as part of a team and individually | | E | | SS/I | |
| 1. Ability to review, evaluate and learn from own classroom practice | | E | | SS/I | |
| 1. Commitment to continuous professional development | | E | | I | |
| 1. Ability to take the initiative and respond to change | | E | | I | |
| 1. Ability to be able to relate to and inspire young people | | E | | I | |
| 1. Ability to demonstrate patience and empathy with children and other adults | | E | | I | |

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| **4. Wider engagement and contribution** |  |  |
| 1. Ability to build and maintain effective relationships with parents, carers, partners, governors and the community that  enhance the education of all pupils | E | I |
| 3. Ability to collaborate and network with other schools | D | SS |