

SUBJECT TEACHER

PERSON SPECIFICATION

It is **essential** for the applicant to meet each of the minimum criteria in terms of qualifications and experience in order to be able to enter the selection process.

Key	A – Application Form	R – Reference	L – Letter of Application	I - Interview
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The essential criteria are listed below:

- 1) Qualified teacher status (A/R)
- 2) A recognised honours degree or its equivalent in an appropriate and relevant subject (A)
- 3) Evidence of relevant and successful teaching experience in a secondary school (R/L/I)
- 4) An excellent understanding of the subject and the relevant National Curriculum Programmes/ GCSE (R/L/I)
- 5) The ability to construct schemes of work and lessons to meet the needs and interests of learners (R/I)
- 6) Knowledge of the principles and practices of monitoring/assessment/evaluation, taking account of how well learners make progress (I)
- 7) The ability to demonstrate highly competent behaviour management skills (R/I)
- 8) The ability to encourage and motivate pupils by engaging them in interesting learning activities, making the purposes and your expectations clear and the learning vivid and memorable (I)
- 9) Successful experience in raising achievement (R/L/I)*
- 10) A clear understanding of the Teaching Standards and inspection requirements* and how they apply (R/L/I)
- 11) The capacity to understand and communicate effectively with students, parents and colleagues (L/I)
- 12) Excellent planning and organisational skills (R/I)
- 13) A high level of commitment with the ability to make a significant contribution to the wider needs of the school (L/I)
- 14) Knowledge of safeguarding and how this informs professional and personal life (I)

15) A strong commitment to equality of opportunity for all students (A/R/I)

16) Ability to set and maintain high professional standards (R/I)

*Not applicable to ECT applicants

In addition, the successful applicant may demonstrate through the selection process that they are able to:

- 1) Lead by example by promoting and modelling the same positive values, attitudes and behaviour that they expect students to demonstrate (R/I)
- 2) Treat all students fairly and consistently, respecting them as individuals, irrespective of their backgrounds and abilities (R/L/I)
- 3) Command the trust and confidence of students (R/I)
- 4) Understand the diverse needs of students in a multi-cultural school and have a genuine interest in how they learn with a sympathetic understanding of their individual needs (I)
- 5) Establish excellent and professional relationships with students, colleagues, parents and governors (R/I)
- 6) Demonstrate a high level of emotional intelligence, empathy and self-confidence (R/I)
- 7) Build and contribute to teamwork among students and colleagues, sharing in and promoting common goals, encouraging others to perform to the best of their abilities (R/I)
- 8) Work effectively to meet deadlines (R/I)
- 9) Think analytically in order to plan effective lessons and schemes of work and to manage time and resources efficiently (R/I)
- 10) Demonstrate confidence in their own abilities, being resilient when under pressure and flexible in adopting alternative approaches to solve problems and overcome difficulties (R/I)
- 11) Show initiative (R/I)
- 12) Successfully meet changing demands and requirements (R/I)

Additionally, applicants should be able to evidence the following:

- 1) Taking responsibility for developing their professional practice, by using available information to evaluate and improve your teaching and by learning from others (R/L/I)
- 2) Using ICT for teaching and related administrative and management purposes (A/R/I)

Finally, short-listed candidates will be able to demonstrate an excellent Health and Attendance Record (R)