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| **PERSON SPECIFICATION FOR SUBJECT TEACHER** |
| 1. **Experience**
 | **Essential**  | **Desirable** | **Application** | **Interview and Task** | **Lesson** |
| Good honours degree and QTS | **√** |  | **√** |  |  |
| Commitment to professional development | **√** |  | **√** | **√** |  |
| Good to Outstanding practitioner | **√** |  | **√** | **√** | **√** |
| 1. **Knowledge, skills and understanding**
 |  |  |  |  |  |
| A broad knowledge of the relevant curriculum area, including a good understanding of assessment | **√** |  | **√** | **√** | **√** |
| Ability to communicate effectively, both orally and in writing with a range of audiences | **√** |  | **√** | **√** | **√** |
| Clear understanding of effective learning and teaching styles | **√** |  | **√** | **√** | **√** |
| 1. **Planning, teaching and classroom management**
 |  |  |  |  |  |
| Proven ability to raise standards | **√** |  | **√** | **√** |  |
| Record of successful teaching: the ability to motivate, inspire and involve all students in their learning and self-assessment | **√** |  | **√** | **√** | **√** |
| Plans teaching to achieve progression in students learning | **√** |  | **√** |  | **√** |
| Is able to identify and plan for differentiation | **√** |  | **√** | **√** |  |
| Makes effective use of assessment information on student’s attainment | **√** |  | **√** | **√** |  |
| Has high disciplinary standards and good behaviour management skills | **√** |  | **√** | **√** | **√** |
| Potential to teach to A ‘level |  | **√** | **√** | **√** |  |
| 1. **Monitoring, evaluation and review**
 |  |  |  |  |  |
| Is able to monitor and track student performance in relevant curriculum area. | **√** |  | **√** | **√** |  |
| Is able to review progress and implement change | **√** |  | **√** | **√** |  |
| 1. **Personal Qualities and attributes**
 |  |  |  |  |  |
| Flexible and approachable  | **√** |  | **√** | **√** |  |
| Is able to foster positive relationships with students and enjoys seeing them learn and progress | **√** |  | **√** | **√** | **√** |
| Is flexible, able to work under pressure and meet deadlines | **√** |  | **√** | **√** |  |
| Is a strong role model for staff and students which includes having excellent professionalism, attendance and punctuality | **√** |  | **√** |  |  |
| 1. **Other professional requirements**
 |  |  |  |  |  |
| A commitment to, and understanding of, the wider aspects of student development, including tutoring, SMSC and the promotion of core British values | **√** |  | **√** | **√** | **√** |
| A willingness to initiate and participate in both cross curricular and extra-curricular activities | **√** |  | **√** | **√** |  |
| Is determined to promote a culture that celebrates success | **√** |  | **√** | **√** |  |