Person specification: Music Teacher

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|  | Essential | Desirable |
| Qualifications | Qualified Teacher status | * Evidence of continuous INSET and commitment to further professional development |
| Experience | * Evidence of good and outstanding teaching and student progress at KS1, KS2, KS3, GCSE and post-16. For example, you can evidence capability to consistently deliver good or better lessons and, that in these lessons, students make good or better progress. * The ability to enthral, enthuse, engage and motivate through a passion for your subject specialism, presence and professional skills. * Evidence of commitment to ensuring the highest levels of achievement for all students | * Some experience of contributing to whole school improvement initiatives. * Some experience of contributing to the management and leadership of the curriculum area. * Demonstrate commitment to a school through involvement with extracurricular activities. * Demonstrate contribution to a school’s wider community. |
| Knowledge and understanding | * Excellent subject knowledge. * Strong knowledge of pedagogy and the process of teaching and learning. * Ability to clearly understand and explain the characteristics of high quality teaching * Ability to analyse student progress data and its application, with appropriate strategies, in raising student achievement and attainment. * Good knowledge and understanding of the curriculum particularly related to your subject specialism. * Ability to contribute to collaborative planning and schemes of learning. * Good understanding of differentiation/inclusion. * An awareness of SEN/EAL teaching and learning strategies. * An awareness of assessment for learning and its contribution in raising standards of achievement |  |
| Skills | * Good ICT skills with an awareness of how these skills contribute to enhancing teaching and learning and progress in the classroom. * Excellent interpersonal communication skills and the ability to form strong relationships with students, staff, parents and the wider community. * Adaptability and flexibility to embrace new developments to raise student attainment. * Ability to self -organise, multi task and prioritise. * Ability to consistently meet deadlines. * Ability to think creatively and imaginatively in order to anticipate and solve problems as well as identify opportunities. * High levels of literacy and numeracy. * All written communication undertaken in a professional capacity displays the highest level of grammar , punctuation and spelling, with particular emphasis on reporting back to parents on students’ progress. |  |
| Personal characteristics | * An individual with energy, vigour and perseverance. Around the school - has a substantial presence and personal impact - the ‘wow’ factor. * Willingness to take interest in your own professional development. * Self-confident, able to take difficult decisions and have an inner strength and resilience. * Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people * Very strong interpersonal skills. * Works well in a team. * Decisive. * Open to advice and constructive criticism. * Supportive of colleagues. * Enthusiastic - displays drive and determination. * High integrity - honest, trustworthy and reliable. * Discreet Diplomatic and tactful * Creative * Analytical * Optimistic * Enjoys and thrives working in a learning environment with young people. * Ability to ‘switch off’, relax, ‘chill out’ and recharge batteries! * A good sense of humour absolutely essential * A good personal, professional standard of dress and presentation * Willing to learn Spanish |  |