

Person Specification

Essential	Desirable	Evidence
Qualifications and experience:		
• First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience (including training practice) within the designated age range. • Experience of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. • Excellent knowledge of current legislation, guidance and policy in the subject area. • Successful practice in accordance with the specified teaching standards 2012 (as identified below). • (UPR Teachers) Demonstration of achievement of the specified post-threshold teaching standards.	• Involvement in and organisation of wider school activities, including extra-curricular activities.	Application form Certificates References
Set high expectations and inspire, motivate and challenge all students, in specified department, by:		
• Establishing a safe and stimulating environment for students, rooted in mutual respect. • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.	• (UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews
Promote good progress and outcomes by students in specified department by:		
• Being accountable for students' attainment, progress and outcomes. • Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guiding students to reflect on the progress they have made and their emerging needs. • Encouraging students to take a	• (UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews

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responsible and conscientious attitude to their own work and study. • (UPR Teachers) Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching. • (UPR Teachers) Having sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		
Demonstrate good subject and curriculum knowledge by:		
• Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. • Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. • (UPR Teachers) Having a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.	• (UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews
Plan and teach well-structured lessons by:		
• Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and student's intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.	• (UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews

Essential	Desirable	Evidence
• Reflecting systematically on the effectiveness of lessons and approaches to teaching. • (UPR Teachers) Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). • (UPR Teachers) Being flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners which integrate recent developments, including those related to subject/ curriculum knowledge. • (UPR Teachers) Having teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as or better than similar learners nationally.		
Adapt teaching to respond to the strengths and needs of all students by:		
• Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Having a secure understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. • Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.	• (UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews

Essential	Desirable	Evidence
Make accurate and productive use of assessment in specified department by:		
- Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. - Making use of formative and summative assessment to secure students' progress. - Using relevant data to monitor progress, set targets, and plan subsequent lessons. - Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. (UPR Teachers) Having an extensive knowledge and well- informed understanding of the assessment requirements and arrangements for the subject/ curriculum areas they teach, including those related to public examinations and qualifications (UPR Teachers) Having up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	(UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews
Manage behaviour effectively to ensure a good and safe learning environment by:		
- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. - Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.	(UPR Teachers) Contributing significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.	Application form Letter of application References Interviews

Essential	Desirable	Evidence
- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. (UPR Teachers) Having an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning for all learners to achieve their potential.		
Fulfil wider professional responsibilities by:		
- Making a positive contribution to the wider life and ethos of the school. - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. - Communicating effectively with parents with regard to students' achievements and well-being. - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. (UPR Teachers) Promoting collaboration and working effectively as a team member. (UPR Teachers) Contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. (UPR Teachers) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		Application form Letter of application References Interviews