**Person Specification- Teacher of Science**

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| **Criterion** | **Essential** | **Desirable** |
| **Professional Qualifications** | * A good degree * Qualified Teacher Status | * Evidence of continuing professional development |
| **Skills and Attributes** | * Effective and sensitive communicator * Ability to successfully present, inform, interact, consult and negotiate * Sensitivity to the school ethos * Willingness to review and if necessary revise a standpoint * Willingness to seek advice and support when necessary * Approachable * Enthusiastic teacher with ability to inspire trust and confidence * Flexible, energetic, determined * Ability to foster mutual respect in students and adults * Good problem solving skills * Organised, and able to work calmly and effectively under pressure * Ability to work effectively as part of a team |  |
| **Teaching and Learning** | * Recent and successful experience of teaching in at least two key stages, including KS5 * Understanding of the use of a range of data to inform planning and underpin individual student progress * Understanding of the characteristics of effective teaching, learning and assessment strategies * Able to motivate, challenge and inspire students * Ability to monitor own performance * Ability to evaluate and develop teaching and learning strategies * Experience of, and commitment to, the education of the whole person promoting social and emotional well-being in addition to academic development * High expectations of students and self * Effective management of student behaviour * Ability to use ICT in teaching and learning and for administration * Ability to engage with parents and colleagues in the education of students | Understanding of Specialist School status |

In addition to the candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including - motivation to work with children and young people; ability to form and maintain appropriate relationships and personal boundaries with children and young people; emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline.