**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
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| **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
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| **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.