**Person Specification**

**Classroom Teacher**

|  |  |  |
| --- | --- | --- |
| Qualifications & Experience | Essential | Desirable |
| * Qualified Teacher Status | ✓ |  |
| * Teaching within the subject area in Key Stages 3 and 4 | ✓ |  |
| Professional Knowledge and understanding | Essential | Desirable |
| * Knowledge of the National Curriculum for their subject | ✓ |  |
| * Willingness to keep up to date in subject knowledge and national developments. | ✓ |  |
| * Knowledge of Health and Safety procedures and their application. | ✓ |  |
| * The ability for further career progression within the teaching profession |  | ✓ |
| * Commitment to safeguarding and child protection. | ✓ |  |
| Abilities and Skills | Essential | Desirable |
| * Ability to plan and teach effectively using a variety of strategies | ✓ |  |
| * Ability to demonstrate a mastery approach to mathematics |  | ✓ |
| * Excellent interpersonal skills with both adults and children | ✓ |  |
| * Willingness and ability to work as part of a team | ✓ |  |
| * Ability to communicate effectively both verbally and in writing | ✓ |  |
| * Competence in the use of Information and Communication Technology | ✓ |  |
| * Ability to prioritise and organise own work | ✓ |  |
| * Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines | ✓ |  |
| * To be flexible, energetic, adaptable and have the ability to use initiative | ✓ |  |
| * Identify and develop opportunities | ✓ |  |
| * High aspirations and expectations for their students and themselves | ✓ |  |
| * Committed to raising standards and continuous improvement | ✓ |  |
| * To be dedicated to the success of the students, their teams, the school and themselves | ✓ |  |
| Personal | Essential | Desirable |
| * Committed to personal development |  | ✓ |
| * Willingness to contribute to other areas of school life |  | ✓ |
| * Carry out professional duties in a positive, helpful and courteous manner | ✓ |  |
| * Enjoy working with young people | ✓ |  |
| * To have a ‘can do’ philosophy | ✓ |  |