

**CARRE'S GRAMMAR SCHOOL  
TEACHER OF MATHEMATICS  
PERSON SPECIFICATION**

|  |   | Importance |           |                      |
|--|---|------------|-----------|----------------------|
|  | Criteria  | Essential  | Desirable | Method of Assessment |
| <b>Qualifications and General Experience</b> | Good Honours Degree in Mathematics or related subject   | √          |           | A                    |
|  | Recognised Teaching Qualification   | √          |           | A                    |
|  | Recent and relevant training and CPD  |            | √         | A/I                  |
| <b>Teaching Experience</b>                   | Successful teaching experience in secondary schools   |            | √         | A/I/R                |
|  | Experience of teaching of Mathematics to Key Stage 3 and 4  | √          |           | A/I/R                |
|  | Experience of teaching of Mathematics to Key Stage 5  |            | √         | A/I/R                |
|  | Evidence of promoting learning within a productive, disciplined and caring environment  | √          |           | A/I/R                |
|  | Experience of and/or willingness to support students as a form tutor  | √          |           | A/I                  |
|  |   |            |           |                      |
| <b>Professional Knowledge and Experience</b> | Excellent Mathematical, Literacy and ICT skills   | √          |           | A/I                  |
|  | Experience of target setting and monitoring student attainment and progress   | √          |           | A/I/R                |
|  | Good understanding of student data and its use to enhance learning  | √          |           | A                    |
|  | A knowledge of effective strategies to raise levels of student attainment, including for the most able                                  | √          |           | A/I                  |
|  | An understanding of assessment theory and practice  | √          |           | A/I                  |
|  | An understanding and proven success of various teaching and learning strategies   | √          |           | A/I                  |
|  | Knowledge and understanding of current educational priorities and practice, new technologies and personalisation and curriculum changes | √          |           | A/I                  |
| <b>Personal Attributes</b>                   | High expectations of oneself and others   | √          |           | I/R                  |
|  | Show a real passion for Mathematics   | √          |           | I                    |
|  | A genuine commitment to the academic, personal and social development of students   | √          |           | I/R                  |
|  | Energy, enthusiasm and commitment   | √          |           | I                    |
|  | Flexibility, imagination, resilience under pressure, reliability and integrity  | √          |           | I/R                  |
|  | A positive attitude to school, innovation and change  | √          |           | I/R                  |
|  | Self-awareness  | √          |           | I/R                  |
|  | Excellent attendance, punctuality and time management   | √          |           | R                    |
|  | Excellent relationships and interpersonal skills when working with students, colleagues, parents/carers and other professionals         | √          |           | A/I/R                |
|  | Ability to demonstrate sound, balanced judgement with decisiveness, flexibility and empathy   | √          |           | I/R                  |
|  | A commitment to enrichment activities   |            | √         | A/I/R                |
|  |   |            |           |                      |

A = Application Form and Letter

I = Interview

R = Reference