**WITHERNSEA HIGH SCHOOL**

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| Post Title: | **Teacher** |
| Salary/grade: | MPS/UPS |
| Working time: | Full time as specified in the STPCD |
| Reporting to: | Deputy Headteacher T&L - Student Achievement |
| Liaising with: | Headteacher, Senior Leadership Group, TLR post holders, Teachers and Support Staff, LEA Representatives, External Agencies and Parents/Carers |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | Assessed by: | |
| No. |  | Essential / Desirable | App. Form | Interview / Task |
| **QUALIFICATIONS** | | | | |
| 1. | Qualified teacher status | E | Y |  |
| 2. | Degree in the relevant qualification | E | Y |  |
| 3. | Evidence of continuous professional development | D | Y | Y |
| **EXPERIENCE** | | | | |
| 4. | Evidence of good and outstanding teaching and student progress | E | Y | Y |
| 5. | The ability to enthral, enthuse, engage and motivate through a passion for your subject specialism, presence and professional skills. | E | Y | Y |
| 6. | Evidence of commitment to ensuring the highest levels of achievement for all students regardless of background and / or ability | E | Y | Y |
| 7. | Some experience of contributing to whole school improvement initiatives. | E | Y | Y |
| 8. | Some experience of contributing to the management and leadership of the curriculum area. | D | Y | Y |
| 9. | Possible experience of working with the wider community, including outside agencies and other schools. | D | Y | Y |
| 10. | Demonstrate commitment to a school through involvement with extra-curicular activities. | D | Y | Y |
| 11. | Demonstrate contribution to a school’s wider community. | D | Y | Y |
| **ABILITIES, SKILLS & KNOWLEDGE** | | | | |
| 12. | Excellent subject knowledge | E | Y |  |
| 13. | Strong knowledge of pedagogy and the process of teaching and learning. | E |  | Y |
| 14. | Ability to clearly understand and explain the characteristics of high quality teaching. | E | Y | Y |
| 15. | Ability to analyse student progress data and its application, with appropriate strategies, in raising student achievement and attainment. | E | Y | Y |
| 16. | Good knowledge and understanding of the curriculum particularly related to your subject specialism. | E | Y | Y |
| 17. | Ability to contribute to collaborative planning and schemes of learning. | E | Y | Y |
| 18. | Good understanding of differentiation/inclusion | E | Y | Y |
| 19. | An awareness of SEN teaching and learning strategies. | E | Y | Y |
| 20. | An awareness of assessment for learning and its contribution in raising standards of achievement. | E | Y |  |
| 21. | Ability to contribute to other subjects | D | Y | Y |
|  | | | | |
| 22. | Ability to relate to all students in a positive and constructive way and inspire them to achieve more than they thought possible | E |  | Y |
| 23. | Highly organised, literate and articulate | E | Y | Y |
| 24. | Highest levels of professional and personal integrity | E | Y |  |
| 25. | Personal resilience, persistence and perseverance | E | Y | Y |
| 26. | A calmness and a sense of proportion | E |  | Y |
| 27. | Commitment to the professional development of self and others | E | Y | Y |
| 28. | Commitment to safeguarding and promoting the welfare of children and young people | E | Y | Y |
| 29. | A reasoned educational philosophy commensurate with the school’s ethos and values | E | Y | Y |