**PERSON SPECIFICATION – Mathematics Teacher**

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|  | **Essential** | | **Desirable** | | **Evidence** |
| **Qualifications** |  | | | | |
| Good first degree or equivalent academic qualification |  | | |  | AP & CT |
| Qualified Teacher status |  | | |  | AP & CT |
| **Experience** | | | | | |
| Proven track record of good / outstanding teaching and excellent outcomes in Technology | |  | |  | AP IN & RF |
| Development of good working relationships with parents and carers, and other stakeholders | |  | |  | AP IN & RF |
| Ability to use IT effectively. | |  | |  | IN & RF |
| High quality teaching to students of all abilities. | |  | |  | AP OB & RF |
| Excellent skills in managing student behaviour positively | |  | |  | AP OB & RF |
| Experience as a form tutor and or/ pastoral work | |  | |  | AP & IN |
| Willingness to support Extra Curricular Activities | |  | |  | AP & IN |
| The leading of prayer and worship | |  | |  | IN |
| **Skills** | | | | | |
| Excellent communication and organisational skills | |  | |  | AP IN & RF |
| The ability to inspire and motivate students | |  | |  | AP IN & RF |
| Ability to work hard under pressure while maintaining a positive, professional attitude | |  | |  | IN |
| Ability to organise and prioritise workload and work on own initiative | |  | |  | IN |
| Commitment to personal professional development | |  | |  | IN |
| **Knowledge and Understanding** | | | | | |
| The latest curriculum developments in Mathematics across all Key Stages | |  | |  | IN |
| How to engage students in learning, creating curious and independent learners | |  | |  | OB & IN |
| Developing differentiated schemes of learning, that prepare students effectively for linear examinations | |  | |  | AP & IN |
| Understanding of effective progress monitoring and intervention strategies | |  | |  | IN |
| Safeguarding requirements, processes and strategies | |  | |  | IN |
| AP = Application, IN = Interview, CT = Certificates, OB = Observation and RF = References | | | | | |