**KING EDWARD VII SCIENCE & SPORT COLLEGE**

**Teacher / Instructor of Hairdressing**

**Salary dependant on qualifications and experience**

Teachers who have a professional hairdressing background are particularly welcome.

You must hold a Level 5 Diploma in Education and Training (formerly DTLLS) **and** subsequent QTLS or full PGCE resulting in QTLS or QTS.

The interview panel will be seeking evidence of the following - using evidence from a Candidate's letter of application, teaching, answers to interview questions and references.

**Attributes Sought**

**ESSENTIAL**  **DESIRABLE**

|  |  |
| --- | --- |
| Ability to relate well to young people. An enthusiasm for working with young people through teaching and learning.  |  |
|  |  |
| Able to support the academy’s policies on the safeguarding and welfare of students. |  |
|  |  |
| Recognised teaching qualification, experience and success in the teaching of Hairdressing. |  |
|   |   |
| Knowledge of materials and resources available to support the teaching of Hair dressing. | Commitment to raising the students’ awareness of multi-cultural issues of equal opportunity |
|  |  |
| Ability to plan lessons and carry out student assessments thoroughly in line with the academy policy. | Understanding of the part the ICT can play in teaching and learning. Knowledge of and experience in the use of relevant software.An enthusiasm for ICT. |
|  |  |
| Knowledge and understanding of the key features of inclusive teaching and learning. |  |
|  |  |
| Ability to work as a member of a team and to create, develop and share departmental resources.  |  |
|  |  |
| Knowledge and understanding of the process of assessment of students’ progress in course requirements. | Knowledge and recent experience of literacy and numeracy initiatives. |
|  |  |
| Ability to promote Hairdressing courses within the academy and to the wider community and to take part in revision sessions and open evenings. |  |
|  |  |
| Experience and understanding of the role of the tutor in the pastoral care of students. A willingness to undertake this role with enthusiasm. |  |
|  |  |
| Willingness to participate in the Personal and Social Education programme . |  |
| Willingness to promote and take part in learning outside of the classroom e.g. visits to exhibitions and other course related venues. | Keeping abreast of Developments in Education in general. |
|  |  |
| Willingness to support students with Special Educational Needs. |  |
|  |  |
| Evidence of recent professional development. |  |
|  |  |