

**PERSON SPECIFICATION**

**Post Title:** Main Scale Teacher / TLR Post Holders

**Pay Scale:** TMS / TLR

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Essential | Desirable | Sources of Assessment | | | |
| By Application | Reference | Lesson Observation  /  Data Analysis Task | Interview |
| **A. General** | | | | | | |
| 1. Qualified Teacher Status | ✓ |  | ✓ |  |  |  |
| 2. Relevant degree in subject | ✓ |  | ✓ |  |  |  |
| 3. Proven record of consistently effective teaching at Ofsted level ‘Good’ or above | ✓ |  | ✓ | ✓ |  |  |
| **B. Set high expectations which inspire, motivate and challenge students** | | | | | | |
| 1. Be able to establish a safe and stimulating environment for students, rooted in mutual respect | ✓ |  |  |  | ✓ |  |
| 2. Be able to give appropriate challenge in their learning to students of all backgrounds, abilities and dispositions | ✓ |  |  |  | ✓ |  |
| 3. Be able to demonstrate consistently the positive attitudes, values and behaviour which are expected of students. | ✓ |  |  |  | ✓ |  |
| **C. Promote good progress and outcomes by students** | | | | | | |
| 1. Be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these | ✓ |  |  |  |  | ✓ |
| 2. Be able to guide students to reflect on the progress they have made and their emerging needs | ✓ |  | ✓ |  |  | ✓ |
| 3. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching | ✓ |  | ✓ |  |  | ✓ |
| **D. Demonstrate good subject and curriculum knowledge** | | | | | | |
| 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ interest in the subject, and address misunderstandings | ✓ |  | ✓ |  | ✓ |  |
| 2. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | ✓ |  |  |  |  | ✓ |
| **E. Plan and teach well structured lessons** | | | | | | |
| 1. know when and how to differentiate appropriately, using approaches which enable students to be taught effectively | ✓ |  |  |  |  | ✓ |
| 2. Have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these | ✓ |  | ✓ |  |  | ✓ |
| **F. Make accurate and productive use of assessment** | | | | | | |
| 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | ✓ |  | ✓ |  |  | ✓ |
| 2. Make use of formative and summative assessment to secure students’ progress | ✓ |  | ✓ |  |  | ✓ |
| 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons | ✓ |  | ✓ |  |  | ✓ |
| 4. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. | ✓ |  |  |  |  | ✓ |
| **G. Manage behaviour effectively to ensure a good and safe learning environment** | | | | | | |
| 1. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | ✓ |  |  |  | ✓ |  |
| 2. Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them | ✓ |  |  |  | ✓ |  |
| **H. Fulfil wider professional responsibilities** | | | | | | |
| 1. Make a positive contribution to the wider life and ethos of the school | ✓ |  | ✓ |  |  |  |
| 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | ✓ |  | ✓ | ✓ |  |  |
| 3. Deploy support staff effectively | ✓ |  |  |  |  | ✓ |
| 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | ✓ |  | ✓ |  |  |  |
| 5. Communicate effectively with parents with regard to students’ achievements and well-being. | ✓ |  | ✓ |  |  |  |
| **I. Personal and Professional Conduct** | | | | | | |
| 1. Maintain high standards of ethics and behaviour, within and outside school | ✓ |  |  | ✓ |  |  |
| 2. Maintain high standards in their own attendance and punctuality. | ✓ |  |  | ✓ |  |  |
| **J. Leadership Roles** (TLR posts only) | | | | | | |
| 1. To be a confident leader of others, able and willing to hold team members to account for their responsibilities | ✓ |  | ✓ |  |  |  |
| 2. To be able to create, maintain and develop a positive team culture | ✓ |  | ✓ |  |  | ✓ |
| 3. To be able to use data and other sources of information to monitor and evaluate team and individual performance | ✓ |  |  |  | ✓ |  |
| 4. To have a proven record of CPD to prepare for or maintain leadership responsibilities |  | ✓ | ✓ |  |  |  |

Updated May 2016

HM