



UNIVERSITY OF
BIRMINGHAM
SCHOOL

Subject Teacher

CANDIDATE INFORMATION

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For more information, please go to www.universityschool.bham.ac.uk. To arrange an informal discussion with the Principal, please call Robin Haslam, School Business Manager on 0121 796 5007

PLEASE SUBMIT YOUR COMPLETED APPLICATION FORM ONLINE - CLOSING DATE AS PER WEBSITE

Dear Candidate,

I am delighted to write, as the Principal of the University of Birmingham School, to thank you for your interest in the role of Subject Teacher. Our 'flagship' state school opened in September 2015 welcoming its first Year 7 and Year 12 pupils. The School will grow to capacity over the next three years reaching 1,150 students.

Our brand new £23 million building provides an outstanding working environment within which to implement our distinctive approach to deliver a broad and balanced education. Employing well qualified and successful classroom practitioners we are able to deliver outstanding teaching and learning which both engages and inspires each of our students.

The academic curriculum is delivered by our staff together with a pioneering programme of Character Education that embeds an enrichment programme of clubs, societies, sport, drama, music, trips and visits into our extended school day. This approach is significantly enhanced by the full support of the University of Birmingham, to develop and integrate curricular, creative, sporting, intellectual and career enhancing links with our 'parent body'.

Through our nodal admissions policy which recruits students from across the city, we are able to provide the best possible educational experience for our diverse, creative, talented and aspirational student body. We have been delighted with the interest that the school continues to receive being referred to by the Prime minister in her recent speech when she said:

"I want to build on the success we have already experienced such as when some of our great universities have stepped in to help by sponsoring or supporting a local school. Recently we have seen the University of Birmingham open an impressive new School for secondary school pupils and Sixth Formers".

As the first secondary 'University Training School' in the country, we aim to play a significant role in developing future generations of outstanding classroom practitioners, middle and senior leaders.

If you are someone with relevant qualifications, experience and expertise, we offer an opportunity to work in a 'school for Birmingham', one that is designed to develop the flourishing citizens of tomorrow. This is a great opportunity for you further develop your skills. We are committed to ensuring the well-being of our staff but we do have the highest expectations in terms of both quality of performance and commitment.

I hope you are as excited as I am by this challenging, yet immensely rewarding, opportunity. My team are happy to answer any questions you may have and I look forward to receiving your application.



Mike Roden
Principal

The University of Birmingham School – Information for Candidates

The University of Birmingham School opened in September 2015 in a new £23 million building located on the University's Selly Oak campus. We admitted 150 students into the six Year 7 Forms and nearly 200 students into the Lower Sixth. In September 2016 the size of the school population doubled and will continue to grow for the next four years.

Our aim is quite simple: to help transform the lives of our students by helping to raise their aspirations and to maximise their potential by accessing the widest possible range of educational opportunities. We do this by offering, in an extended school day, a broad and balanced academic curriculum, by supporting the development of well-rounded people of strong character in a diverse and comprehensive student body, who have access to world-class facilities, resources and expertise through close links with the University community.

So why has the University of Birmingham developed this new School? It was part of the original civic mission of the University, established by Joseph Chamberlain, to 'advance education in the city of Birmingham'. We know that Birmingham is one of the fastest growing and youngest cities in Western Europe which means that the Local Authority has predicted there will be unprecedented demand for school places. Therefore, by utilising the opportunity presented in the 2010 'Importance of Teaching' white paper to establish new schools and, in particular, University Training Schools (to contribute to the initial and on-going education of teachers), the University took the bold decision to establish what we believe is an innovative and high quality addition to the provision of secondary education in the city of Birmingham.

About our Building

There has been a tremendous amount of care and effort put into the design of our building so that it allows us to fulfil the vision of the School. The rooms are all larger than normal typically at 50 metre square for a classroom and 90 metre square for laboratories.

As you would expect from a new construction, the building is designed to accommodate full access for pupils with physical disabilities and to cater for the learning needs of our comprehensive intake. Parents and the community are welcome in the School with space provided for individual and larger group meetings.

The wide corridors and lack of hiding spaces means that the design allows for full passive monitoring from teaching staff. Therefore students are able to stay inside at break and lunchtimes. There is no central staff room and, instead, staff have access to several workbases carefully distributed throughout the building – these also effectively act as department 'homes'. These workbases have desks, lockers, tea/coffee making facilities, and meeting/interview facilities. There are also two open plan staff social areas overlooking the atrium and the grounds.

The School has a state of the art IT infrastructure, including a site-wide wireless network, as well as the provision of two computer suites and several class sets of laptop/tablet devices for use in classrooms. Being part of this unique project has attracted a lot of interest from companies who wish to establish close working relationships with a school that is at the forefront of educational research. The provision of 'Innovation Rooms' which are not routinely timetabled in each of the five clusters are designed to allow the School, working with our business partners, to be involved in developing the next generation of hardware and software for when we replace our ICT resources in the future.

The School Hall can accommodate up to two year groups with an electronically operated seating system allowing us to quickly exploit this large space (which has a sprung floor) in a location adjacent to the well-equipped drama studio. We are able to use the Great Hall at the University for events such as an annual whole school Prize Giving.

On site we have a large Sports Hall (four badminton courts), a double height Activity Studio, a floodlit all-weather MUGA outdoor pitch, and hard/soft play areas. We also have access to University playing fields opposite the School site and to other specialist University pitches in the local area.

On the second floor of the School, we also have a peaceful Library with floor to ceiling windows that are a wonderful facility to promote reading and independent study.

Specialist subject provision includes:

- Nine fully equipped science laboratories together with a science studio and a science terrace where the emphasis will be on practical work. These are serviced by spacious and well-equipped prep rooms on each floor.
- Three rooms for Design Technology equipped with CAD/CAM equipment which allow the department to deliver food, graphics, and product design courses. The suite of rooms includes a prep room.
- Two large Music classrooms, practice rooms, a recording studio and instrument store.
- Three large Art Rooms, with views across to the Edgbaston campus and Birmingham city centre.
- Separate Sixth Form facilities in a refurbished section of the Orchard Learning Resource Centre linked to the new School building.

About our Education

The curriculum in Years 7 to 9 includes Art, Biology, Chemistry, Computer Science, Dance, Design Technology (with facilities for Resistant Materials, Food, and Graphics), Drama, English, French (other languages will be added as the School grows to full capacity) Geography, History, Mathematics, Music, Physics, Physical Education and Religious Education.

The pupils will follow, in Key Stage 4, a two year academic GCSE curriculum. We are not delivering any vocational courses.

The Form Tutor and Head of Year provide pastoral support and are the main conduit of communication between home and school on a day to day basis. Information about progress and attainment in terms of both their academic performance and enrichment involvement is provided, at least termly, together with an annual Parents' Meeting.

The School has a College (House) System in order to foster healthy competition, widen participation in sports, music and drama for example. It plays a key role to encourage mixing between year groups as we expect the Sixth Form students to play a key role in the organisation and delivery of College Meetings and events. We want our students to be prepared to try lots of new things and to enjoy being part of teams and a community. But they must also learn to deal with disappointment and failure – not every team or College can win!

The University of Birmingham School has one of the largest School Sixth Forms in the City with up to 400 students. This means that, as the School grows in size, we will be able to provide a wide A Level programmes of subjects, dependent on demand. For 2015/16 we offered Art, Biology, Chemistry, Computer Science,

Product Design, Geography, History, French, Mathematics and Further Mathematics, Music, Physics and Religious Studies.

The Sixth Form will have the opportunity to play a major role in the leadership and ensuring the smooth running of the School, for example by delivering College and School assemblies, to be academic and pastoral mentors to younger pupils, to play an active part in provision of the enrichment programme. We also expect them to be involved in community service (e.g. in our partner primary schools and the local and city community).

How is the University of Birmingham School different?

1. Character Education

A feature of many of the most successful and traditional schools in the country is that their structures support, not necessarily by design, the development of character. Underpinning our ethos and provision is the first difference in our school - a focus on both 'taught and caught' character education. We are being supported by the Jubilee Centre for Character and Virtues at the University, who have seconded a Teaching Fellow to develop a bespoke scheme of work and set of resources for the new School. Character Education is about the acquisition and strengthening of virtues – these are the traits that sustain a well-rounded life and a thriving society. We are as interested in the development of moral virtues such as compassion, empathy, honesty, humility loyalty and sensitivity as we are in performance virtues such as ambition, creativity, curiosity, determination and resilience. We want our pupils to become better people not just become better in exams and our graduates should have the confidence to go on and deal with the tests of life in an educational system that seems to emphasise an accountability driven 'life of tests'.

The Character Education programme of study will be taught by Form Tutors in two 30 minute sessions per week.

2. Enrichment Programme

A second distinctive feature of the school is our extended school day in which a programme of enrichment opportunities is delivered over five hours each week by all teaching staff, supported by the wider University community (academic staff and physical resources).

To deliver this, there is an extended lunchtime of two hours on Monday and Friday, in addition to Wednesday afternoons, during which time there is no teaching of the 'normal' curriculum. This ensures there is sufficient time to do something meaningful, reduces the risk of only volunteers participating in enrichment activities and capitalises on the availability of staff and facilities at the University.

This timetabled opportunity allows the teaching staff, alongside trainee teachers, university sports coaches and staff to provide an unparalleled programme of activities. It also allows us to host special events, e.g. for languages, visiting theatre groups, PSHE and SRE presentations by experts. As the students move up through the School an increasing amount of this time will be used to access the expertise of the University, through attending lectures and seminars, utilising specialist resources such as laboratories with state of the art equipment in science and engineering, mentoring from undergraduates and advice from admissions tutors. This time is also be available to undertake community service in local primary schools, care homes and hospices, and for a wide range of trips and visits.

3. Links with the University of Birmingham

Another distinctive feature of the School is the sheer scale and possibilities created through the extensive links with the University resources, staff, students, and alumni. This aspect is so crucial to our distinctive offer that it will be overseen by a dedicated University-School Liaison Committee. The full range of opportunities is still in development and will continue to grow as the School grows but includes:

- Access to the new £55 million sports centre, the new Bramall Music Building, the refurbished Lapworth Museum and the Barber Institute of Fine Arts.
- Students from the University acting as mentors for the Sixth Form.
- Staff from the School linking with academic departments as associate members of staff, with access to Library resources, e-journals, lectures, seminars, and other departmental events.
- Subject specific, pastoral and UCAS application support for School pupils from students and staff within different University Colleges and Departments.
- Access to the extensive variety of sports coaches and clubs for all and elite performance development.
- Support from student clubs and societies, such as the radio station, musical theatre, Duke of Edinburgh.
- Development of a sector-leading careers programme, with the support of the University of Birmingham's Directory of Employability.
- Guest lectures, seminars and workshops in School delivered by leading academics.
- Use of facilities and workshops on the University campus.

4. University Training School

The final significant difference is our status as the only secondary 'University Training School' in the UK. The School is ideally placed to respond to the Secretary of State for Education's intention that there should be a significant move to school based teacher training. As a centre for teaching and on-going teacher education and research we hope to inform national policy and practice. The numbers of trainees in the School will grow steadily as the School increases in size, with their training being led by a Vice Principal (Director of Initial and on-going Teacher Education).

Staff will be expected to continue to develop their professional knowledge and skills and to have, or encouraged to work towards, a Masters Level qualification. The School of Education is in the process of developing a coherent programme of continuing professional development opportunities. Teaching staff also have close contact with their respective academic departments in the University and the University Library (including electronic resources).

As the School grows to full capacity over the next four years there will further career opportunities for staff and trainees. We aim to nurture and develop the next generation of school leaders who can go on to make a real impact on the lives of thousands of youngsters by ensuring their schools also provide a first class standard of teaching in learning through a broad and balanced academic and enriched curriculum.

Why should you apply to work at the University of Birmingham School?

We are committed to developing a school of the future, one focused to self-improvement and the pursuit of excellence in all aspects of our work and play. We aim to nurture, encourage and challenge all of our students to make the best of the opportunities available, to enjoy their time with us, and to realise their potential so that they can go on to make a real difference to other people and the communities in which they live.

We are seeking to recruit committed and ambitious individuals determined to transform the lives of our youngsters. In return, you will have the opportunity to work in outstanding facilities, with and for aspirational children and their parents/carers, and receive the best quality professional pedagogical and academic support to continue to develop your knowledge and skills in a unique and high profile environment. You will also have access to the physical and intellectual resources of a world class University which is determined to ensure this school is a happy and successful community from day one.

As the School grows to full capacity, the department and pastoral teams will grow and dependent also on performance, this will be reflected in the payment to those who hold leadership or responsibility positions. In addition, there will be growing opportunities to be involved in a whole myriad of professional development opportunities (including having access to Master and Doctorate level courses through the School of Education) as we seek to exploit our position and utilise our resources to lead on research based teaching and learning.

We aim to play a full part in the learning community of Birmingham and beyond by developing exciting and ground breaking relationships with businesses and collaborations with other primary and secondary schools.

Whilst we will be expecting a lot of each member of our community, the well-being and happiness of all is a priority. From experience we believe that people work best in institutions that value and promote a 'high accountability but high autonomy' approach. But from time to time, events happen that affect our personal and working lives. Under such circumstances we will endeavour to provide the flexibility in approach and seek to provide access to whatever resources are required to support you when you need them.

We will expect you to do your best, to be an outstanding role model, to be committed to self-improvement, and, like the students, to fully utilise the opportunities available. We do hope, along the way, you will enjoy yourself and get the personal satisfaction and reward from doing what is the most important role in a modern society.

We look forward to receiving your application to what is a new school for Birmingham, a school of tomorrow, the University of Birmingham School. We intend that our graduates will go on 'make a difference' to the lives of others – the real value of a high quality education. Come and help us achieve this ambitious goal.

Indicative Pay and Benefits

Commitment to Staff

We recognise that our staff will be the School's most important asset and will value the commitment, support and goodwill of all those working at the School. To match our high expectations, we will ensure that we provide enhanced pay and benefits by:

- paying staff a single salary for doing an excellent job;
- broadly reflecting but simplifying the Standard Teachers Pay and Conditions Document (STPCD) whilst offering competitive, enhanced pay and benefits to match our enhanced expectations;
- maintaining a properly remunerated leadership and management structure within the School that reflects the levels of responsibility that staff undertake;
- making fair, justifiable, open, objective, and accountable decisions within agreed policies and procedures;
- promoting excellence, as well as a sustained, substantial contribution to the distinctive nature of the School;
- putting care for staff, their wellbeing and professional development at the heart of the School;
- establishing a culture of robust performance development and appraisal to underpin this policy;
- developing and maintaining a harmonious working environment.

Salary Scales

Classroom Teachers and Subject Leaders

Spine Point	Classroom Teachers	Music, History, Geography, DT, Computing	Art, RS, Biology, Chemistry, Physics, Languages, PE	Maths & English
UoBS 1	£23,988			
UoBS 2	£25,755			
UoBS 3	£27,775			
UoBS 4	£29,795			
UoBS 5	£31,815			
UoBS 6	£33,835	£33,835	£33,835	£33,835
UoBS 7	£35,350	£35,350	£35,350	£35,350
UoBS 8	£36,868	£36,868	£36,868	£36,868
UoBS 9	£38,380	£38,380	£38,380	£38,380
UoBS 10	£39,895	£39,895	£39,895	£39,895
UoBS 11		£41,410	£41,410	£41,410
UoBS 12		£42,925	£42,925	£42,925
UoBS 13		£44,440	£44,440	£44,440
UoBS 14			£45,955	£45,955
UoBS 15				£47,470

Pension

All teaching staff will be eligible to contribute to the Teachers' Pension Scheme.

Benefits

It is intended that staff at the University of Birmingham School have access to the following benefits offered by the University, including salary sacrifice schemes. Other employee wellbeing support will be developed over the coming months.

Professional development	Access to University Library services and resources Links to relevant University academic departments Access to Masters and Doctorate programmes Access to University-led professional development courses
Travel	Cycle scheme Car leasing scheme Discounted travel passes
Family	Childcare vouchers University nurseries
Health & wellbeing	University staff rates at the new £55m Sports Centre (opening 2016) Dental and medical insurance Health cash plan

University of Birmingham School - Job Description

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Principal. It is vital that, as the new school grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.

Post Title: Subject Teacher

Salary: University of Birmingham Pay Scale

Reporting to: Subject Leader

Core Purpose

The Teacher's role is to carry out the responsibilities as a subject teacher and Form Tutor (Character Mentor) and to support the ethos and vision of the University of Birmingham School.

A General Duties

- To support the University of Birmingham School's ethos by ensuring the values and principles of the School are at the heart of learning and relationships.
- To maintain the highest possible personal, presentational and professional standards as an example to colleagues and students.
- To assist in the setting of the University of Birmingham School's targets and the implementation of the University of Birmingham School's Development Plans.
- To promote good relationships and communications between all members of the University of Birmingham School and the wider community and to attend relevant University of Birmingham School and community meetings (including parents' evenings and promotion / information events).
- To participate in meetings at the School which relate to the School curriculum, administration and the organisation of the School (including pastoral arrangements).
- To support and share in the delivery of year group and house assemblies.
- To ensure the highest possible academic outcomes for all students taught and to contribute fully to the development of an enriching, relevant and innovative curriculum delivered in the extended School day and week.
- As a Form Tutor to support the personal development and academic progress of the students

in your form group through mentoring and intervention support.

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.

B Accountabilities as a Subject Teacher

- Teachers are responsible for creating learning environments where each student can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offer support to them.
- Teachers will take an active part in the School's rewards programme celebrating achievement and, where necessary, applying School sanctions.
- Teachers are expected to engage with the widest range of educational technologies in line with the University of Birmingham School's policy on teaching and learning.
- The lessons taught will be planned by University of Birmingham School staff to fulfill the School's aims and all teachers share responsibility for this planning and development.
- Teachers will use the full range of monitoring and assessment techniques to ensure learning and progress are maximised. They will participate fully in the assessing and tracking of progress towards academic and personal (character) development targets and support interventions where there is underachievement.
- Teachers are expected to prepare and mark student work and internal and external examinations as directed by their Subject Leader/Head of Department and in line with School policies.
- Teachers will use a full range of creative teaching styles and activities which sustain students concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning.
- Expert subject knowledge and links with University of Birmingham, the sponsor, will be used to inspire students and build their understanding and to prepare them for progression to the next stage of education, training or employment.
- By directing and engaging support staff colleagues, teachers are responsible for the support of vulnerable students and the maintenance of highly supportive learning environments.
- By attending parents' consultation evenings and other meetings with colleagues in their teams, each teacher will play an effective part in the communication of individual student progress and in the development of curricular courses, enrichment and extra-curricular activities.
- All teachers have a responsibility within the subject for shared development of schemes of work; for development of engaging and challenging resources for learning for the VLE; for developing and using tools for assessing student progress and other self-evaluation tools; for ensuring that research informs the development of their pedagogical approach to teaching and learning; for contributing to and participating in cross subject interdisciplinary developments.
- To be responsible for improving and developing their own professional learning both within the subject and in pedagogy (including the achievement of relevant professional qualification e.g. Masters and leadership qualifications such as MLDP and NPQH).

- To participate in performance development processes.
- Contribute to, and participate in, staff development.

C Accountabilities as a Form Tutor

- All teachers are Form Tutors and are expected to be the first point of contact between the School and parents and will be responsible for knowing well each individual child in their group. Form Tutors meet with parents on consultation evenings and on other less formal occasions and are responsible for fostering good home/ school relations.
- Form tutors will be responsible for ensuring the various individual needs of their tutor group are met.
- Form Tutors will lead Form time with their group and deliver the Character Education programme of study (to include PSHE, SRE and CEIAG) as directed by the Vice-Principal (Director of Character Education) and the relevant Head of Year.
- Form Tutors will support individual consultation or guidance during self-directed activity sessions and at other times.
- Form Tutors will support induction from previous phases of education and prepare and guide on transition to next phases and maintain relationships with graduates from the University of Birmingham School.
- Form Tutors ensure that student attendance is monitored and general administration is carried out for their group.
- Form Tutors prepare reports and references and have responsibility for monitoring records of student's progress. They take responsibility for monitoring and supporting children's learning through individual action planning and interventions where there is underachievement.
- Form Tutors carry out supervision at break time and at other times published in advance.
- Form Tutors supervise after school detention as part of the school rota which will be published in advance.
- Supervising and, so far as is practical, teaching any pupils whose teacher is not available to teach them.
- Form Tutors are expected to support and share in the delivery attend and deliver in the year and house assemblies and supervise their groups as necessary. They will ensure the daily act of collective worship is delivered when a more formal assembly is not run.

D Accountabilities to Senior Leadership

- All teachers have a responsibility within their subject/pastoral teams for the shared development of schemes of work that develop the skills, knowledge and understanding that support the implementation of the School's Subject and Character Education programmes of study.
- All teachers have a responsibility to create links for students between their subject area and others.
- All teachers have a responsibility to ensure that learning is collaborative, fosters adaptive capabilities, encourages self-motivation and independence, is research based and active, is

located in problem-solving approaches, in real life settings and develops reflection and skills of metacognition.

E Responsible for contribution to whole school student outcomes

- Students' enjoyment of learning; their safety; understanding of healthy lifestyles and their contribution to the wider community including opportunities to be of service, their development of life skills and financial awareness;
- Students spiritual, moral, social and cultural development including personal insight and purpose, and understanding of society's shared and agreed values;
- Encouragement of students' exploration and understanding of their spiritual and moral development.

F Other

- This job description and allocation of responsibilities may be amended, after consultation, from time to time. Performance Development procedures will aid this process by considering the relevance of the teacher's role in the context of the changing needs of the University of Birmingham School and the professional development of the teacher;
- The Governing Body and Principal reserve the right to ask teachers to carry out other such duties as may, from time to time, be reasonably assigned operating within their conditions of service. The job specification does not allocate a particular amount of time to any of the above responsibilities.
- This job description applies to all teaching staff in the University of Birmingham School.
- Some staff will, in addition, have extra responsibilities, which are described in a supplementary job description.
- All teachers are expected to operate, at all time, within the stated policies and practices of the University of Birmingham School.
- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in the job description.
- The University of Birmingham School will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- The University of Birmingham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Teacher - Person Specification	E	D	O	HT
E = Essential, D = Desirable and O =Optimal (HT = How Tested, AF = Application Form, R = Reference, I = Interview)				
Qualifications				
5A*-B grades at GCSE including at least C grade in English and Mathematics	✓			AF
Qualified teacher status (QTS)	✓			AF
A Level Grades – ABB or better		✓		AF
Honours degree or equivalent in the subject that you teach	✓			AF
An Upper Second or 1st Class Degree		✓		AF
A Middle Leadership Qualification (e.g. NCSL – MLDP)		✓		AF
A Master's Level Qualification (M Ed / MSc / MA)			✓	AF
Personal				
A desire and willingness to make a full contribution to the School's enrichment programme	✓			AF/I
A desire and willingness to make a full contribution to the School's extra-curricular programme		✓		AF/I
A desire and willingness to act as a role model and 'Character Mentor' and to deliver outstanding lessons in 'Character Education'	✓			AF/I
Must be able to manage own work load effectively and respond swiftly to tight deadlines	✓			R
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓			R
Drive, energy, resilience and a sense of humour	✓			R/I
High expectations of self and others	✓			R/I
Passionate about their subject	✓			AF//I
Since leaving university they have undertaken further development of pedagogical knowledge, skills and understanding		✓		AF/I
Since leaving university they have undertaken further development of subject knowledge, skills and understanding		✓		AF/I
Sound understanding of current areas of development in the subject	✓			I
Ability to work under pressure and to deadlines	✓			R
Demonstrate good judgement	✓			R
Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.	✓			R/I
The ambition to develop each child to his or her maximum potential	✓			AF/I
Excellent communication skills	✓			AF/I
Interpersonal skills which demonstrate an ability to motivate staff and students and to convey enthusiasm for teaching and learning	✓			R/I
Knowledge and Experience				
Performance Development or ITE (Spring/Summer Term) Lesson Observations in last two years are good or better	✓			R
Performance Development or ITE (Spring/Summer Term) Lesson Observations in last two years are outstanding		✓		R
Good/Outstanding Behaviour Management Skills	✓			R/I
Has a clear understanding of the diverse needs of students and how to raise progress and attainment of all students (e.g. the use of intervention strategies)	✓			I
Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information		✓		R
Able to demonstrate the potential for future promotion		✓		I
Has a good understanding of Performance Development	✓			I
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	✓			AF/I
Evidence of understanding the 'Every Child Matters' Agenda including diversity, community cohesion and sustainable development	✓			I

Complaints

If, following a future review amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by _____
(Signature of the Principal)

Copy received by _____ Date: _____
(Signature of teacher)