Person specification: Subject Specialist

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| **Qualifications and training** | **Essential** | **Desirable** |
| Qualified Teacher Status. | **🗸** |  |
| Degree or equivalent. | **🗸** |  |
| Right to Work in the UK. | **🗸** |  |

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| **Experience and knowledge** | **Essential** | **Desirable** |
| Excellent understanding of the components which comprise outstanding teaching and learning | **🗸** |  |
| Use of assessment and attainment data to improve practice and raise standards. | **🗸** |  |
| Understanding of the latest pedagogical and research developments/initiatives in their subject specialism and in teaching practice more generally. | **🗸** |  |
| Leading teaching and learning initiatives beyond their own classroom and proven ability to raise standards in classrooms other than their own. | **🗸** |  |
| Building and developing schemes of work and teaching resources for wider use in/across school(s). | **🗸** |  |
| Coaching and mentoring colleagues. | **🗸** |  |
| Conducting lesson observations and giving effective feedback. | **🗸** |  |
| Development of partnerships with other schools, business and the community. |  | **🗸** |
| Developing high quality learning strategies and monitoring learner progress to raise attainment. | **🗸** |  |
| Have a broad and current understanding of quality assurance methods for monitoring teaching and learning. | **🗸** |  |
| Have a broad and current knowledge of relevant curriculum and assessment areas at different Key Stages (3-5) and good understanding of accountability measures at Key Stages 4 and 5. | **🗸** |  |

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| **Skills and attributes** | **Essential** | **Desirable** |
| Be an outstanding and reflective classroom practitioner. | **🗸** |  |
| Makes use of evidence-based pedagogical practice.  | **🗸** |  |
| Demonstrates good leadership qualities. | **🗸** |  |
| Evidence of a commitment to own and others’ professional development and learning. | **🗸** |  |
| Effective use of Assessment for Learning to engage learners. | **🗸** |  |
| Ability to plan and resource effective interventions to meet curricular objectives. | **🗸** |  |
| Knowledge of ICT, with particular reference to its application and use in teaching and learning and effective administrative procedures/systems. | **🗸** |  |
| Excellent interpersonal and communication skills. | **🗸** |  |
| Ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience. | **🗸** |  |
| Committed to continuing professional development through wider reading, research and membership of professional organisations. | **🗸** |  |
| Demonstrates an enjoyment for working in new and changing situations, steering the vision through from beginning to end. | **🗸** |  |
| Demonstrates a commitment to CST, modelling the Trust values and being a team player. | **🗸** |  |
| An awareness of the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity. | **🗸** |  |
| Demonstrates good decision-making skills with an ability to identify and implement solutions to problems. | **🗸** |  |