**TEACHER OF ART AND DESIGN**

**PERSON SPECIFICATION**

| Essential | Desirable |
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| **Qualifications and experience:** | |
| * Qualified teacher status. * A continued commitment to own professional development. * Teaching experience within the designated age range. | * First degree in subject. * Experience of more than one key stage and school/academy. |
| **Set high expectations and inspire, motivate and challenge all students, in specified department, by:** | |
| * Establishing a safe and stimulating environment for students, rooted in mutual respect. * Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. * Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. |  |
| **Promote good progress and outcomes by students in specified department by:** | |
| * Being accountable for students’ attainment, progress and outcomes. * Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these. * Encouraging students to take reflect on their progress and to take a responsible and conscientious attitude to their own work and study. | * Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. |
| **Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by:** | |
| * Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings. * Promoting the value of scholarship. | * Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject. |
| **Plan and teach well-structured lessons by:** | |
| * Imparting knowledge and developing understanding through effective use of lesson time. * Promoting a love of learning and student’s intellectual curiosity. * Setting homework and planning other out-of-class activities to consolidate and extend knowledge and understanding * Reflecting systematically on the effectiveness of lessons and approaches to teaching. | * Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **Adapt teaching to respond to the strengths and needs of all students by:** | |
| * Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. * Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. | * Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students’ education at different stages of development. |
| **Make accurate and productive use of assessment in specified department by:** | |
| * Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. * Making use of formative and summative assessment to secure students’ progress. * Using relevant data to monitor progress, set targets, and plan subsequent lessons. * Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. |  |
| **Manage behaviour effectively to ensure a good and safe learning environment by:** | |
| * Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the academy. * Managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them. * Maintaining good relationships with students and exercising appropriate authority. | * Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. |
| **Fulfil wider professional responsibilities:** | |
| * Making a positive contribution to the wider life and ethos of the academy. * Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. * Communicating effectively with parents with regard to students’ achievements and well-being. | * Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. |