

Person Specification – KS3 Coordinator - Science

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application R = Reference

QUALIFICATIONS	Criteria	Selection
<ul style="list-style-type: none"> Minimum of Grade C (or equivalent) in English and Maths Degree in related subject QTS 	<p>E</p> <p>E</p> <p>E</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p>
EXPERIENCE		
<ul style="list-style-type: none"> Experience of working within a school or education setting (secondary) A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation A proven record of high quality teaching and a keen understanding of how children learn Awareness of data protection, security and confidentiality To have knowledge and experience of working in a successful team Experience of SIMS Experience of data tracking for groups 	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
PROFESSIONAL DEVELOPMENT		
<ul style="list-style-type: none"> Evidence of a commitment to own professional development and CPD Evidence of keeping up-to-date with educational thinking and knowledge 	<p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p>
KNOWLEDGE AND UNDERSTANDING		
<ul style="list-style-type: none"> A good understanding of how data can be used to raise achievement at KS3 in Science A good awareness of the latest curriculum initiatives in Science impacting on schools at KS3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them 	<p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>

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