Northampton Academy
The best in everyone™
Part of United Learning

Person Specification - Teacher of Science

The successful candidate will possess all or most of the following attributes:
E = Essential D = Desirable Assessed by:I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
• Minimum of Grade C (or equivalent) in English and Maths	E	A
• Degree in related subject	E	A
• UK QTS	E	A
• Successful completion of NQT period	D	A
• Experience of SIMS	D	A
EXPERIENCE		
• Experience of working with in a school or education setting (secondary).	E	A/I
• A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation.	D	A/I
• Awareness of data protection, security and confidentiality.	E	A/I
• To have knowledge and experience of working in a successful team.	E	A/I
PROFESSIONAL DEVELOPMENT		
• Evidence of a commitment to own professional development & CPD.	E	A/I
• Evidence of keeping up to date with educational thinking and knowledge.	D	A/I
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
• 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.	E	A/I
• 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.	E	A/I
• Knowledge and understanding of recent legislation, development and initiatives in secondary education.	E	A/I
• Knowledge of the curriculum at KS3, KS4 & KS5.	E	A/I
• Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.	D	A/I
• Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	D	A/I

• Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.	D	A/I
• Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	D	A/I
• Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	E	A/I
• Know how to make effective personalised provision for those they teach, for whom have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	E	A/I
• To understand what is involved in the role of Child Protection Officer including having a good understanding of up to date policy and practice.	E	A/I
PRACTICAL AND INTELLECTUAL SKILLS		
• Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.	E	A/I
• Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.	E	A/I
• Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment.	E	A/I
• Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.	E	A/I
• Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally.	E	A/I
• Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.	E	A/I
• Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.	E	A/I
• Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.	E	A/I
• Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.	E	A/I

• Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	E	A/I
• The ability to build positive and reliable professional relationships with teachers, parents and carers.	E	A/I
• Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.	E	A/I
• The ability to build positive professional relationships with a number of students at the same time and manage a caseload of student profiles.	E	A/I
• Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	E	A/I
• Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Academy's behaviour policy.	E	A/I
• Ability to empathize with the needs of pupils and to be firm but fair and consistent.	E	A/I
• A team player with the ability to establish good working relationships with staff, pupils and parents.	E	A/I
• Have a commitment to collaboration and co-operative working where appropriate.	E	A/I
• The ability to communicate clearly both verbally and in writing.		
PERSONAL QUALITIES		
• A commitment to equality and diversity	E	A/I
• To fully subscribe to the Academy values of Respect, Determination and Ambition in regard to themselves, the Academy and our young people	E	A/I
• Flexibility in approach	E	A/I
• Enjoyment in overcoming challenges	E	A/I
• Calm under pressure	E	A/I
• Sympathetic to needs of others	E	A/I
• Accuracy and attention to detail	E	A/I
• Ability to manage workload effectively	E	A/I
• Willingness to share expertise and knowledge with others	E	A/I
• Good health and an appreciation of work life balance	E	A/I
• Have an excellent record of attendance and punctuality.		
• Have a sense of humour, warmth, energy, stamina and resilience		
• Inspire professional respect for and of colleagues		