**PERSON SPECIFICATION- Physics**

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| 1. Qualification | * QTS status and subject qualification * Degree in Physics (essential) * PGCE in Science (essential) * CCRS (desirable) |
| 2. Knowledge and Understanding | * A clear and well-thought out understanding of current educational issues, theory and practice. * Have a detailed knowledge of the relevant aspects of the students’ National Curriculum and other statutory documentation. |
| 3. Requirements. | * Have a secure knowledge and understanding of their specialist subject(s) equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula. * Understand progression in their specialised subject(s), including before their specialist age range. * Cope securely with subject-related questions which students raise and know about students’ common misconceptions and mistakes in their specialist subject(s). |
| 4. Planning and setting expectations | * Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. * Set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment. * Access all information regarding students who have additional educational needs, and know where to get help in order to give positive and targeted support. |
| 5. Teaching and managing student’s learning | * Ensure effective teaching of whole classes, groups and individuals so that all pupils make progress over time towards meeting their target grades. * Use teaching methods which keep students engaged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. |
| 6. Assessment and evaluation | * Follow departmental and school protocols with regard to marking and assessment to ensure that you identify what pupils haven’t securely learned and use this to inform future planning. * Mark and monitor students’ class and homework providing constructive oral and written feedback, setting targets for students’ progress. Implement ‘improvement time’ * Use AfL tasks as directed by key stage coordinator to assess progress, provide detailed feedback and inform future planning. * Use assessment data to monitor progress, implement intervention strategies where necessary and inform planning. |
| 7. Student achievement | * Understand the significance of pupil progress in relation to filling gaps in knowledge. Strategies developed to ensure accurate tracking of pupil progress over time. |
| 8. Relations with parents and the wider community | * Recognise that learning takes place outside the school context and provide opportunities to develop students’ understanding by relating their learning to real and work-related examples. * Understand the need to liaise with agencies responsible for students’ welfare. |
| 9. Managing own performance and professional development | * Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. (BlueSky) * Understand their professional responsibilities in relation to school policies and practices. * Set a good example to the students they teach in their presentation and their personal conduct. * Evaluate their own teaching critically and use this to improve their effectiveness * Attend appropriate CPD/Twilights |
| 10. Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including, where applicable, associate staff. |
| 11. Managing resources | * Select and make good use of Class Charts and other resources. (ultimately keep up to date with new technology) |
| 12. Other attributes considered desirable at Cardinal Heenan High School | * A record of excellent attendance and punctuality. * Excellent written and oral communication skills, including appropriate ICT skills. * The ability to work, and contribute, effectively within departmental and Year-based teams. * Attend and contribute positively to Subject/Pastoral meetings. * Present to Governors if require. * The ability to work actively and effectively with parents, governors and other stakeholders. * Flexibility and a willingness to be involved in the life of Cardinal Heenan Catholic High School. * The ability to use own initiative and motivate others. * A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development. |
| 13. Teacher | * Commitment to implement the School’s Equal Opportunities Policies. * A developing range of successful teaching strategies. * A secure knowledge of the importance of data as a means both to measure and to extend progress. * A high level of organisational and planning skills. * The ability to create a stimulating visual environment for the classroom. * The ability to create a dynamic learning environment which values and enables everyone equally. * A commitment to the mission and aims of Cardinal Heenan Catholic School. * An awareness of equal opportunities issues generally and specifically of how they relate to this area of work. |