



# Queens' School

*Dare to be Great*

## Information Pack

**Mathematics**

**Start date: September 2023**

Queens' School  
Aldenham Road  
Bushey  
Hertfordshire  
WD23 2TY  
01923224465  
[office@queens.herts.sch.uk](mailto:office@queens.herts.sch.uk)



## QUEENS' SCHOOL



I am delighted to welcome you to Queens' School. This is a thriving and highly successful oversubscribed school, the largest in Hertfordshire. GCSE results in 2015 placed us in the top 100 non-selective state-funded schools nationally. Our Ofsted Inspection in December 2015 confirmed that Queens' continues to provide a high quality educational experience.

This is an exciting opportunity and one which should be a key stepping stone in your career. The successful candidate will be an excellent classroom practitioner who is able to lead by example, is ambitious, focused and driven but also someone who is innovative and thinks creatively to ensure the best possible outcomes for all our students.

If you wish to apply for the post, you are invited to complete and return the Application Form along with a letter of application demonstrating how you feel you meet the Personal Specification. Your letter should be no longer than two sides of A4 (word processed and using size 12 font). All details, including the Application Form, Job Description and Personal Specification can be found on our school website: [www.queens.herts.sch.uk](http://www.queens.herts.sch.uk).

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are exempted under the Rehabilitation of Offenders Act 1974. Appointments will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service and references from previous employers. We are an Equal Opportunities employer.

I am very aware that applications take a considerable amount of time, so thank you in advance for your submission.

Jonathan Morrell  
Headteacher

## Application and Next Steps

<b>Contract Term:</b>	Permanent
<b>Start date:</b>	September 2023
<b>Salary:</b>	MPS/UPS plus London Fringe

### Introduction

Thank you for your interest in the post of Mathematics Teacher at Queens' School.

The Trustees' and I wish to appoint a well-qualified teacher to join our forward thinking and successful Maths department. The post would suit an experienced or newly qualified teacher who is committed to teaching at the highest standard and raising the aspirations and achievements of our students. They will be a highly motivated individual who is prepared not only to contribute to departmental resources and innovation, but also to be responsible for their own personal development.

We strive to recruit the very best teachers who can consistently teach good or outstanding lessons.

The application pack consists of an application form and the following information contained in this document:

- Copy of Advert
- Department information
- Information about the school
- Job Description
- Person Specification

### Our ideal candidate will:

- Have a passion for the subject and the ability to share this with our students
- Have the resolve to make a real difference
- Have the ability to achieve excellent results
- Have the capacity to work collaboratively as part of a team

### We can offer:

- Happy and enthusiastic students who want to learn
- Supportive parents who value education
- A professionally stimulating and supportive working environment
- A strong commitment to professional development and progression
- A commitment to staff wellbeing

**Please note:**

- **Closing Date:**  
The closing date is midday Monday 20<sup>th</sup> March 2023.  
**Early applications are encouraged, and interviews may take place on a rolling basis. We reserve the right to extend or close the deadline.**
- **References:**  
Please ensure that you provide email addresses for all your referees, as we will request references by email.
- **Criminal Declaration form:**  
All applicants invite to interview will be required to complete a Criminal Declaration Form.
- **How to apply and where to send your application form:**  
Please complete the application form, this is available to download from our school website, and return it to the school together with a letter of application, on no more than sides of A4, which outlines the skills and abilities you could bring to the post. Please forward these by email to [applications@queens.herts.sch.uk](mailto:applications@queens.herts.sch.uk).  
If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.
- It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Applicants must be willing to undertake a number of safeguarding checks including an enhanced Disclosure and Barring (DBS). This post is subject to receipt of written references, which must be satisfactory to Queens' School along with documentary evidence of qualifications.
- Successful applicants will need to provide confirmation of the right to work in the UK. Please note that under the Immigration Asylum and Nationality Act 2006, the school has an obligation to ensure applicants have the right to work in the UK prior to commencement of employment. (If it is found that those documents do not meet the legal requirement, an offer of employment will be withdrawn).
- Where the successful candidate has worked or been a resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance.
- We aim to be an equal opportunities employer and we are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race.

We hope you found this information useful and we look forward to reading your application.

# ADVERT



## QUEENS' SCHOOL

*Dare to be Great*

### Teacher of Mathematics MPS/UPS + London Fringe

**Contract Term:** Permanent

**Closing date:** Midday, Monday 20<sup>th</sup> March 2023

Required for September an imaginative and enthusiastic teacher to join this forward thinking and successful department, committed to high standards of achievement at all levels. The post would suit an experienced or newly qualified teacher who is committed to teaching at the highest standard and raising the aspirations and achievements of our students. They will be a highly motivated individual who is prepared not only to contribute to departmental resources and innovation, but also to be responsible for their own personal development.

We strive to recruit the very best teachers who can consistently teach good or outstanding lessons.

Candidates should have a teaching degree, QTS, PGCE/PGDE or equivalent, recognised for the purposes of teaching in the UK.

**Our ideal candidate will:**

- Have a passion for the subject and the ability to share this with our students
- Have the resolve to make a real difference
- Have the ability to achieve excellent results
- Have the capacity to work collaboratively as part of a team

**We can offer:**

- Happy and enthusiastic students who want to learn
- Supportive parents who value education
- A professionally stimulating and supportive working environment
- A strong commitment to professional development and progression
- A commitment to staff wellbeing

Queens' is a thriving and oversubscribed school with a well-established reputation for academic achievement. At GCSE the Average Attainment 8 Grade was 6.08. In 2022 85% of students achieved 5 Standards Passes including English and Maths.

Attainment 8 was 6.08. Progress 8 was 0.49.

We provide a safe, caring and challenging environment for learning, committed to the development of every student as an individual. We understand that while students have different gifts and talents we have a strong belief that everyone can be *Great*. In our last Ofsted Inspection, it was noted that Queens' has a 'highly regarded senior leadership team'; 'pupils are clearly proud of their school and enjoy learning' and 'teaching and learning is at the top of the agenda.'

All staff benefit from high quality continuing professional development opportunities and there is a comprehensive Induction programme for ECT's

Applications to the Headteacher, Jonathan Morrell, to include school application form, covering letter and full contact details of two referees

[applications@queens.herts.sch.uk](mailto:applications@queens.herts.sch.uk)

*Queens' School is committed to being an equal opportunities employer. We insist on the equal treatment of all current and prospective colleagues and will never condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.*

*To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.*

*We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are exempted under the Rehabilitation of Offenders Act 1974. Appointments will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service and references from previous employers. We are an Equal Opportunities employer.*

**Queens' School (Bushey) Ltd. is a Charitable Company limited by guarantee**

**Registered Office: Aldenham Road, Bushey, Hertfordshire, WD23 2TY**

**Telephone: 01923 224465**

**email: [office@queens.herts.sch.uk](mailto:office@queens.herts.sch.uk)**

**[www.queens.herts.sch.uk](http://www.queens.herts.sch.uk)**

**Registered in England; Registered Number 07650609**

# THE MATHEMATICS DEPARTMENT

## Staff

At Queens', we have a strong, thriving Maths Department consisting of 17 part-time and full-time Maths teachers all of whom are Maths specialists and are able to teach from Key Stage 3 to Key Stage 5. The majority of our team have their own classroom base as well as use of a large departmental office and resource room. The department structure is made up of a Head of Department, KS3 Coordinator, KS4 Coordinator and KS5 Coordinator.

## Resources

Each classroom is equipped with a large whiteboard and projector. Each Maths teacher is issued with a laptop as well as a graphics tablet for use within the classroom or for remote learning. The Maths department also have a set of 16 Chromebooks for use within lessons. The department subscribes to a number of learning platforms and teaching resource sites such as SPARX, Mr Carter Maths, Dr Frost Maths and Mathsbox. We are also well-resourced with brand new White Rose textbooks for our KS3 students and Collins textbooks for KS4. As a department, we are constantly sharing resources and good practice, making resources available to all.

## KS3

When students enter the school in year 7 they are taught in mixed ability groups and are all taught the same content up until October half term where they sit an assessment. From this, they are placed into bands depending upon ability. Students remain in these bands throughout their time at Queens' but this is reviewed continually and movement between the bands is completed following assessment. We have a comprehensive scheme of work that our students follow which complements White Rose Maths. Students are assessed regularly and progress is monitored in line with the wider school policy. KS3 homework is set on SPARX. We also run targeted intervention sessions for those students needing additional Maths support.

## KS4

KS4 Results	2022	2021	2020
% 9-4 Maths	87	90	94
% 9-5 Maths	75	78	80
% 9-7 Maths	41	44	39

We begin teaching the GCSE curriculum during the summer term of year 9. Students are taught in 3 different bands depending upon their ability although this is reviewed and refined throughout years 10 and 11. All students follow the Edexcel Pearson syllabus either at Foundation or Higher tier.

Students who require further support in Maths receive an extra Core Skills Maths lesson every week in which they have an opportunity to work towards the Pearson Edexcel Functional Skills qualifications.

In contrast to this, our most able students get the opportunity to sit extension qualifications such as the AQA Certificate of Further Mathematics.

## KS5

At A-level, Mathematics continues to be a popular choice amongst our students at Queens'. We have approximately 50 students choosing to study Maths each year. In 2022, 88% of pupils achieved an A\* - C grade at A-Level. Students follow the Edexcel A-Level syllabus.

We also have an increasing number of students taking A-Level Further Mathematics each year. Over the last 3 years, 78% of students have achieved grades A\* or A in this qualification.

Students taking Maths frequently choose to take Mathematics or Mathematics related subjects at university. In Maths, we help prepare them for Maths university interviews and exams such as MAT and STEP papers by holding problem solving and interview preparation sessions on a regular basis in both years 12 and 13.

## Extra-Curricular Activities

In Maths at Queens' we realise how important it is that learning is enriched through extra-curricular activities and pride ourselves on the opportunities we offer to our students. We offer KS3 homework and help club to our KS3 students as well as revision sessions for our KS4 students every week after school. Our KS5 students also have the opportunity to attend Maths supervised study sessions twice a week after school.

In addition to this, we regularly organise enrichment trips to prestigious universities such as Oxford for engineering and problem-solving days for our KS4 and 5 students.

Every year, across all year groups, we enter the more-able students for the UK Mathematics Challenges and team challenges where students regularly achieve Bronze, Silver and Gold certificates as well as some students gaining invitations to advanced Maths challenges as a result of their high performance. In addition to this, our years 7 and 8 students participate in a Herts for Learning Maths team event in which, historically, Queens' have always performed very well, often making it to the Finals.

The Maths department also hosts a chess club and robotics club once a week for students, running competitions regularly throughout the year.

## Support & Continuing Development

Our Mathematics department is a welcoming, supportive and inclusive team that work well together. A-Level teaching support is available through the Advanced Mathematics Support Programme with teachers taking regular courses to support their subject knowledge and pedagogy at A-Level.

Members of the Maths team are frequent attendees at the school's working party groups as well as some teachers completing Teacher Led Development Work portfolios in Mathematics or wider educational areas.

Leadership within the department is distributed and all colleagues have opportunities to attend development courses, networking events and disseminate the information back to the rest of the team through department meetings.



### Why work for us?

- Top 100 non-selective state funded schools 2015 (GCSE)
- Outstanding progress at A-level Progress (ALPS 2) 2016
- Outstanding reputation and Good Ofsted 2015
- Teachers' pay enhanced through the Fringe Allowance
- Pupils eager for success
- Supportive parents who value education
- Caring colleagues
- Excellent professional development and guidance
- Highly regarded senior team driving forward improvement
- Teaching and learning at the top of the agenda
- Happy friendly school community
- A holistic approach to student development
- Pupils are proud and enjoy learning
- Large range of extra-curricular opportunities: Sports; Arts; CCF; DoE; Debating

### The Vision

#### A Great School

- Outstanding achievement and progress for all students
- The highest quality teaching
- The highest standards of personal behaviour and individual responsibility
- A culture of high expectations, aspiration and scholastic excellence

*'aspirational, creative, independent and resilient learners who embrace risk, learn from mistakes and make outstanding progress.'*





### Partnerships

- Herts and Bucks Teaching School Alliance (TSA) a network of secondary schools committed to developing the best for our students through sharing best practice, knowledge and expertise
- PiXL
- Established partnerships with School Direct and Universities supporting professional development
- Watford and Hertsmere School Sport Partnership
- CCF partner with Aldenham Independent School.
- UK Career Ready
- Partner schools in Zambia and Taiwan



### A Desirable Location

- Large site set in 52 acres of playing fields
- Attractive area on the outskirts of Watford
- Easy access via excellent road links including the M1 and M25.
- Bushey Station is 20 minutes by train from London Euston

### Excellent facilities

- Commitment to renovation and rejuvenation of current buildings
- Modern and purpose built science labs
- Large purpose build sports centre
- Well resources fitness suite
- 12 all-weather sports pitches

- Outdoor classroom
- Google School
- Catering by Cucina



### Staff Wellbeing

- Staff wellbeing committee
- Access to our fitness suite
- Salary Sacrifice scheme
- Free eye tests
- Annual flu jabs
- Termly HR surgery with our solicitor
- Staff social gatherings ranging from weekly Friday night sports to our annual end of year party
- Coaching and mentoring culture
- Generous planning and preparation time
- Well-equipped staff room
- Complimentary refreshments throughout the day (Tea and Coffee)
- Service Awards
- Staff laptop

### Developing Your Career

- Strategic partner in the hugely successful Herts and Bucks Teaching School Alliance
- PiXL
- Strong collaborative teaching culture
- Coaching and mentoring culture
- Highly regarded school CPD Programme with a focus on Teaching and Learning Communities (TLC's) to improve pedagogy and practice
- Departmental Professional Learning (DPL) with a subject focus
- Range of personalised professional learning and development programmes to match aspirations:
  - Teacher Led Development Work (TLDW)
  - Postgraduate studies (Masters and Doctorate)
  - National Professional Qualification for Middle Leaders (NPQML)
  - National Professional Qualification for Senior Leaders (NPQSL)
  - Lead Practitioner accreditation
  - Specialist Leaders of Education accreditation
  - National Professional Qualification for Headship (NPQH)

### Staff testimonies

*'I have been given a number of CPD opportunities to develop not only my teaching, but my leadership skills which helped me secure the role of Key Stage 3 Coordinator in the Mathematics department.'*

*'I had been told great things about the school. The staff are extremely supportive and clearly care about the students and the school. This reflects on the atmosphere within classrooms and the students, who are motivated and want to succeed'.*

*'What drew me to Queens' was the ambition of the leadership team and the desire to raise the levels of student performance and aspiration whilst maintaining the unique character of such a large and multi-faceted school'.*

*'During the interview process I met numerous students and was bowled over by their enthusiasm for the school, particularly the House competitions, and their desire to balance school improvement with respect for long-standing traditions'.*

*'The staff have been extremely supportive and welcoming since my first day here, with many going the extra mile to make sure my move to the school has been as smooth as possible'.*

*'In my short time at Queens', I've witnessed a staff body committed to supporting the progress and wellbeing of all students, and for me, this is the mark of a great school'.*

*'I am well supported by my SLT line-manager and encouraged to try new ideas in the never ending search for better teaching and learning within the department'.*

*'Since joining Queens' I have not looked back. The students are amazing, the staff are really friendly and the SLT are always on hand as and when I need to call on them'.*

*'My team make coming to work fun and enjoyable every day. It's true what they say 'choose a job you love and you will never have to work a day in your life'.*

*'The Mathematics department are incredibly supportive and dedicated. Every member of the department works tirelessly to get the best out of every student'.*

## **Alumni**

- Anne Coffey MP
- Kenny Jackett Football
- Terry Johnson Playwright
- Jordan Littleboy Football
- Sean Murray Football
- Mark Oaten MP
- Callum Shinkwin Golf



## **Find Out More**

For further information about career opportunities or to find out about our current vacancies:

Website: [www.queens.herts.sch.uk](http://www.queens.herts.sch.uk)

Email: [office@queens.herts.sch.uk](mailto:office@queens.herts.sch.uk)

Twitter: @queenssch

Tel: 01923 224465

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## **Subject Teacher**

### **Job Description**

<b>Post title:</b>	Teacher
<b>Reporting to:</b>	Head of Department
<b>Purpose:</b>	The role is to deliver high quality teaching and learning so that all students achieve as an individual and makes progress with appropriate support, motivation, care and guidance.
<b>Main Responsibilities:</b>	The expectation of a teacher at Queens' are included in the DfE School Teachers Pay and Condition of Employment.
<b>Grade:</b>	MPS/UPS

**All teaching staff must:**

**Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school by:**

- observing high standards of personal and professional behaviour
- understanding and always acting within, the statutory frameworks which set out their professional duties and responsibilities
- being a positive role model
- maintaining high standards in their own attendance and punctuality
- proper and professional regard for the ethos, policies and practices of the school
- understanding and acting within school policies and guidelines, including the School's Code of Conduct and ICT policy
- having an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. The post holder is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy.
- treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position. having regard to safeguard student's well-being, in accordance with statutory provisions and health and safety
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

**Set high expectations which inspire, motivate and challenge students 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
- maintaining a well-managed classroom

**Promote good progress and outcomes by students by:**

- being accountable for student's attainment, progress and outcomes
- being aware of student's capabilities and their prior knowledge and plan teaching to build on these
- guiding students to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how students learn and how this impacts on teaching
- encouraging students to take a responsible and conscientious attitude to their own work and study
- providing in their lessons appropriate and timely intervention to enable all students to make good progress

**Demonstrate good subject and curriculum knowledge by:**

- planning and preparing courses and lessons
- teaching according to the educational needs of students, including the setting and marking of work to be carried out by the student in the school and elsewhere
- assessing, recording and reporting on the development, progress and attainment of students.
- fostering and maintaining students' interest in the subject and addressing misunderstandings
- demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship
- demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist 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 students' intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired in a regular and systematic way, providing feedback
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum with 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 learn
- by having a secure understanding of how a range of factors can inhibit student's ability to learn, and how best to overcome them

- by demonstrating an awareness of the physical, social and intellectual development of students and know how to adapt teaching to support student's education at different stages of development
- having a clear understanding of the needs of all students, including those with special educational needs

**Make accurate and productive use of assessment by:**

- knowing and understanding how to assess the relevant 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 encourage students to respond to the feedback
- participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; recording and reporting such assessment and participation in arrangements for students' presentation for examination

**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 school, in accordance with the school's behaviour policy
- having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- maintaining good relationships with students and exercising appropriate authority
- managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

**Fulfil wider professional responsibilities by:**

- making a positive contribution to the wider life and ethos of the school by promoting and supporting students involved in extra-curricular activities, eg. clubs, trips/visits
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploying support staff effectively
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicating effectively with parents with regard to students' achievements and well-being
- participating in meetings as appropriate e.g. tutor meetings, staff meetings, Parents' Evenings
- attending whole school events e.g. Presentation Evening
- attending assemblies, registering the attendance and supervising students
- providing cover for absent colleagues as appropriate
- contributing to the tutoring programme as required

## **Special Conditions of Employment**

### **Rehabilitation of Offenders Act 1974**

- This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Staff Disciplinary Procedure.

### **Health and Safety**

- The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### **Equality and Diversity**

- Queens' School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations, and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

### **Training and Development**

- The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work

This job description may be subject to review and/or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests

### **OTHER SPECIFIC DUTIES**

- To carry out the duties in the most effective, efficient and economic manner available
- To support the school ethos

- To maintain confidentiality at all times
- To carry out and communicate Queens' School's values in all aspects of work
- To contribute to the safeguarding and promotion of the welfare and personal care of students with regard to Child Protection Procedures

***In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the post at the appropriate grade.***

***Please Note that:***

***All teacher must carry out the duties of a schoolteacher as set out in the Schoolteacher's Pay and Conditions Document***



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## Person Specification

<b>Job Title:</b> Subject Teacher	<b>Salary:</b> MPS/UPS
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The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

		Essential	Desirable
<b>Education/Qualifications and Training</b>	Degree or equivalent	X	
	Qualified teacher status	X	
	Evidence of further study (MA, MBA, MEd)		X
	Evidence of and commitment to continuing professional development	X	

<b>Knowledge Skills &amp; Experience</b>	Strong subject knowledge	X	
	Knowledge and understanding of the theory and practice of effective teaching and learning	X	
	Reflective teaching	X	
	Successful experience of managing change in an educational situation		X
	Understanding of use of assessment data to raise achievement	X	
	Make effective use of ICT across the curriculum when teaching and planning	X	
	Understanding behaviour management strategies	X	
	Teach using an increasingly wide range of teaching strategies to meet different learning needs and abilities		X
	Understanding of the accountability of the role	X	
<b>Personal Characteristics</b>			
<b>Personal Characteristics</b>	Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	X	
	Resilience, the ability to work under pressure and be able to meet deadlines	X	
	Excellent communication skills (including written, oral and presentation skills)	X	
	The ability to think strategically, creatively and to prioritise	X	
	The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	X	
	The ability to support colleagues	X	
	Strong organisational skills and ability to meet deadlines	X	
	Personal resilience, energy and enthusiasm	X	

	To have a sense of humour and an ability to keep things in perspective	X	
<b>Checks</b>	Enhanced DBS, Clearance for Prohibition Check and Right to Work in the UK	X	

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