

## PERSON SPECIFICATION

### Unqualified Teaching Staff – Associate Specialist Teacher

	Attributes	Measurement
<b>Educational</b>	<ul style="list-style-type: none"> <li>A graduate (ideally through a literate/numerate related discipline) otherwise in possession of relevant vocational and specialist qualifications for working with children.</li> <li>Good literacy and numeracy skills</li> <li>Capable of providing classroom supervision and instruction at KS3 and KS4</li> </ul>	<p>A</p> <p>A</p> <p>I</p>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Understands how to ensure effective student learning through challenging, supporting and motivating young people</li> <li>Understands relevant codes of practice and legislation</li> <li>Understands the potential of student voice and parental engagement</li> <li>A competent user of ICT and understands its role in enhancing learning and teaching.</li> <li>Understands the positive role of Performance Management within their own professional development.</li> </ul>	<p>A, I</p> <p>A, I</p> <p>A, I, R</p> <p>A, I</p> <p>A, I</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Has ideally worked in an 11-19 educational environment</li> <li>Of working in a team environment</li> <li>Of planning and delivering to small groups</li> <li>Of engaging hard to reach students and parents</li> </ul>	<p>A, I, R</p> <p>A, I, R</p>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Values the contribution that students can make to their own learning.</li> <li>Likes and seeks to understand young people.</li> <li>Shares our belief that Every Child <b>Does</b> Matter.</li> <li>Demonstrates that mutual respect, approachability challenge and praise are key to managing teacher /student relationships in the classroom.</li> <li>Is able to (wants to) get the best from all students, regardless of ability.</li> <li>With the support of experienced staff, can assess students' work effectively and within whole school and department guidelines.</li> <li>Able to set and assess purposeful home learning which extends/reinforces students' learning.</li> <li>Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.</li> <li>Is able to lead, in a variety of contexts, by example.</li> <li>Is committed to team work at all levels.</li> <li>Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.</li> <li>Understands the importance of meeting deadlines.</li> <li>Carries out all professional duties within whole school and department guidelines.</li> <li>Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Caludon</li> <li>Excellent interpersonal skills to be able to communicate with students, parents/carers, and all members of the community.</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>
<b>Qualities</b>	<ul style="list-style-type: none"> <li>Is flexible, committed, resilient and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.</li> <li>Strives constantly to better themselves as a professional</li> <li>Imaginative and proactive approach to problem solving</li> </ul>	<p>I, R</p> <p>I, R</p>

<b><i>Safeguarding</i></b>	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people;</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>• Emotional resilience in working with challenging behaviours; and</li> <li>• Attitudes to use of authority and maintaining discipline.</li> </ul>	<b>I, R</b>
<b><i>Special Requirements</i></b>	<p>Good health and attendance records in line with the Trust's Promoting Health at Work Policy. Fitness to provide general care and welfare to students which may include assistance with personal hygiene routines and with manual handling. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment.</p>	<b>I, R</b>

### **References**

The interview panel may take the opportunity to follow up any inconsistencies in completed application forms and relevant issues arising from references during the interview.

A = Application Form, I = Interview Process/Assessment day, R = References.