**PERSON SPECIFICATION**

Pangbourne College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

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| **Job Title:**   Maths Teacher  **Department:** Maths | | |
|  | **ESSENTIAL** | **DESIRABLE** |
| **Education, qualification and**  **experience** | * Maths degree or equivalent |  Previous Maths teaching experience |
| **Skills and special aptitudes** | * Ability to put Maths teaching and theory into a context understood by teenagers and ability to communicate ideas in a variety of ways * Organisational skills within the classroom and on visits * Ability to link topics across the syllabus * Ability to develop good examination techniques in pupils. * Ability to ensure that all students and parents have regular feedback on progress * Ability to create a stimulating learning environment and facilitate an enthusiasm for learning, in order to make it possible for all students to achieve their potential |  ICT presentation skills   Knowledge to link subject content with career opportunities   knowledge of Google Suite applications, particularly Google Classroom. |
| **Disposition** | * Enthusiasm for teaching Maths * Ability to relate to teenagers * Enthusiasm to collaborate with colleagues * A desire and capacity to understand the strengths and weaknesses of individual pupils along with the ability to use differentiation in teaching * Capability of maintaining high standards * Ability to encourage in students the enjoyment of the subject, and a responsibility for their own learning * A sense of humour and integrity | * Ability to inspire further study of Maths to a higher level * Ambition to progress professionally within the subject * Capacity to take calculated risks in teaching * Other shared interests with pupils through games, house or extra-curricular activities * Self awareness |
| **Special requirements** | * Promoting and safeguarding the welfare of children * Compliance with Pangbourne College Child Protection and Safeguarding Policy |  |