**FAIRFIELD HIGH SCHOOL FOR GIRLS**

**PERSON SPECIFICATION FOR MAIN SCALE SCIENCE TEACHER**

**Personal Requirements/Qualities of a Successful Postholder**

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|  | **Ess** | **Des** |
| **Qualifications:** |  |  |
| Qualified Teacher Status. | **E** |  |
| Graduate with accredited teaching qualification (in an appropriate subject). | **E** |  |
| Evidence of continuing professional development at a level appropriate to your current post. | **E** |  |
| Higher qualification in education and/or management. |  | **D** |
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| **A successful record of:** |  |  |
| Classroom experience as a teacher of Science in the 11-16 age range and across the full range of ability.  | **E** |  |
| High levels, or the potential to achieve high levels, of pupil achievement over time as evidenced by value added, examination results and other performance indicators. | **E** |  |
| A wide range of teaching styles and strategies and their use in personalising learning. | **E** |  |
| Participation in extension and extra-curricular activities. | **E** |  |
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| **Ability to:** |  |  |
| Promote and safeguard the wellbeing of all young people. | **E** |  |
| Improve performance. | **E** |  |
| Use assessment data for learning. | **E** |  |
| Communicate highly effectively with a wide range of audiences. | **E** |  |
| Contribute to improvements of learning and teaching. | **E** |  |
| Make most effective use of ICT, including ICT for effective learning and teaching. | **E** |  |
| Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community. | **E** |  |
| Achieve high Progress 8 scores with all groups of pupils. | **E** |  |
| Support the school ethos of high standards of behaviour for learning. | **E** |  |
| Teach Science subjects. | **E** |  |
| Teach other National Curriculum subjects. |  | **D** |
| Professionally develop other colleagues. |  | **D** |
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| **Personal Qualities:** |  |  |
| A genuine commitment to inclusive comprehensive education. | **E** |  |
| Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school. | **E** |  |
| A growth mind-set and commitment to life-long learning. | **E** |  |
| An ability to articulate a vision. | **E** |  |
| Exemplary attendance. | **E** |  |
| High profile with pupils, parents/carers, staff and other stakeholders. | **E** |  |
| An effective team member. | **E** |  |
| Ability to motivate and inspire. | **E** |  |
| Demonstrate impact and presence. | **E** |  |
| Be able to initiate ideas, set own targets and meet own and other people’s deadlines. | **E** |  |
| Strong interpersonal skills with all. | **E** |  |
| Willingness to take a full part in the life of the school. | **E** |  |
| Well-developed communication skills. | **E** |  |
| Problem solving ability. | **E** |  |
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| **Application:** |  |  |
| Readability and evidence of care. | **E** |  |
| Specific application to the school, its philosophy and values. | **E** |  |
| Originality. | **E** |  |