Lady Manners School

***At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.***

PERSON SPECIFICATION

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|  | **Essential or Desirable** |
| **Experience:** |
| Successful teaching within the subject area at key stage 3 and 4 to all levels of ability | Essential |
| Successful application of knowledge of the way children/young people learn to improve the progress of all students | Essential |
| Managing the behaviour of children/young people | Essential |
| Using ICT to enhance learning | Essential |
| Contribution to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback | Essential |
| Teaching the subject to A-Level | Essential |
| Teaching at an ‘outstanding’ level | Desirable |
| Leading a team | Desirable |
| **Qualifications:** |
| Degree (or equivalent) in relevant subject area  | Essential |
| Qualified Teacher Status | Essential |
| Degree (or equivalent) in relevant subject area at upper second class honours or above | Desirable |
| Evidence of continuing professional development | Desirable |
| **Knowledge:** |
| Understanding of the importance of safeguarding children and of safer working practice | Essential |
| A secure knowledge of the national curriculum for the subject area and issues in the broader secondary curriculum | Essential |
| Demonstrate a critical understanding of developments in the subject area | Essential |
| How children/young people learn and the impact on teaching methodology | Essential |
| Understanding of the statutory frameworks which set out the professional duties and responsibilities of a teacher | Essential |
| How to assess the relevant subject area, including statutory assessment requirements | Essential |
| How and when to differentiate appropriately and a range of approaches that allow students to be taught effectively | Essential |
| Physical, social and intellectual development of children/young people | Essential |
| Behaviour management strategies and how to use and adapt them appropriately | Essential |
| Know how to identify potential child abuse or neglect and follow safeguarding procedures | Essential |
| Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs | Essential |
| **Skills:** |
| Ability to use data effectively to promote student progress | Essential |
| Ability to lead a team to achieve a development target | Essential |
| Competent in the use of information technology | Essential |
| Ability to inspire students and staff to achieve their potential | Essential |
| Ability to recognise the need for and maintain a high degree of confidentiality | Essential |
| Ability to relate to colleagues, other professionals, parents and students | Essential |
| Ability to work as part of a team and on own initiative | Essential |
| Ability to work calmly and professionally under pressure  | Essential |
| Attention to detail | Essential |
| Ability to organise and prioritise work effectively and to deadlines | Essential |
| Good communication skills | Essential |
| **Attitudes and Values:** |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of all students | Essential |
| Commitment to school improvement and raising achievement for all students | Essential |
| Ability to form and maintain appropriate relationships and personal boundaries with young people | Essential |
| Takes responsibility and understands accountability | Essential |
| Committed to the needs of the students, parents and other stakeholders  | Essential |
| Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations | Essential |
| Adaptable to change | Essential |
| Ability and commitment to relate to and promote the school ethos | Essential |
| **Other:** |
| Willing to self-improve / attend training | Essential |

*The post-holder must be prepared to carry out additional duties which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.*

Evidence will be drawn from some or all of:

* Letter in support of application
* Application form
* Response to questions during interview
* Test or task
* References