THE

**EDUCATION Classroom Teacher - Person Specification**

**ALLIANCE**

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|  | **JOB REQUIREMENT** | **Essential** | **Preferred** | **\* How assessed** |
| Qualifications, knowledge and experience | Honours degree in relevant specialism. | √ |  | A |
| QTS or working towards QTS (which must be attained before the start date). | √ |  | A |
| Member of appropriate professional bodies. |  | √ | A & I |
| Willingness to undertake additional training or qualifications if appropriate. |  | √ | A & I |
| Knowledge and understanding of principles and practices of effective teaching and learning, monitoring/ assessment and evaluation. | √ |  | A, I & T |
| Knowledge and understanding of preparation of schemes of work ad lessons. | √ |  | A, I & T |
| Application of information and communication technology (ICT) to learning and teaching in subject area(s). | √ |  | A, I & T |
| Demonstrate good subject and curriculum knowledge (fostering and maintaining student interest in the subject, addressing misunderstandings, promoting high standards of literacy, utilising well-developed subject knowledge). | √ |  | A, I & T |
| Relevant experience gained in teaching and/or ITT placement. | √ |  | A & I |
| Personal and interpersonal | Makes prompt; clear decisions which may involve tough choices or considered risks; takes responsibility for actions, teaching and student experience; takes initiative; acts with confidence and works under own direction; initiates and generates activity | √ |  | I |
| Upholds ethics and values; demonstrates integrity; values learning, not only for purpose, but for its own sake; believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires students to always do their best; promotes and defends equal opportunities; encourages individual responsibility for achieving challenging goals | √ |  | A & I |
| Produces new ideas, approaches and insights; delivers innovative lessons that encourage high levels of aspiration and achievement; produces a range of solutions to problems; seeks opportunities for increased levels of performance; devises effective change initiatives | √ |  | I & T |
| Focuses on organisational and student needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way | √ |  | I & T |
| Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it | √ |  | I & T |
| Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self | √ |  | A & I |
| Child Protection | A commitment to the responsibility of safeguarding and promoting the welfare of young people. | √ |  | I |
| Enhanced DBS disclosure *(to be completed by preferred candidate following interview).* | √ |  |  |
| Willingness to undertake safeguarding training when required. | √ |  | I |

\* A = by application, R = by references, I = assessed by Interview, T = task