**Person Specification**

**Teacher of Science & Psychology**

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| **Knowledge, Education & Training** | Essential | Desirable |
| A degree or equivalent qualification. | E |   |
| Appropriate qualifications in Science, and confidence to teach Science at GCSE and Biology at A Level | E |  |
| Confidence to teach Psychology at A Level (For this year only and for year 13 only as they finish the course) |  | D |
| A proven track record of success as a teacher, as exemplified by good examination results; for NQT’s evidence should consist of an outstanding placement reference particularly with regard to the standard of learning and teaching. | E |  |
| Commitment, enthusiasm and flexibility in their approach to the subject and the ability to work well as part of a team. | E |  |
| The ability, and willingness, to offer a second subject (Psychology) |  | D |
| Excellent understanding of current theory and practice regarding best practice in teaching and learning. | E |   |
| Thorough understanding of effective strategies for gaining and maintaining high standards of discipline. | E |   |
| **Relevant Experience** |   |   |
| Recent and successful experience as a teacher in mainstream and / or specialist settings. | E |   |
| Understanding and application of Quality First Teaching principles. | E |   |
| Experience of contributing to school improvement. | E |   |
| Successful experience of improving the quality of teaching and learning, through processes of monitoring and support. | E |   |
| **Aptitudes, Skills & Competencies** |  |  |
| Strong and effective interpersonal skills and a good sense of humour. | E |   |
| An awareness of the need for personal development, both as a member of a team and as an individual. | E |   |
| Commitment to the UTC’s programme of 30 hours Continuing Professional Development. | E |   |
|  Be approachable, accessible and flexible. | E |   |
| Be able to work effectively under pressure, prioritising and delegating appropriately to meet deadlines. | E |   |
| Possess strong analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions. | E |   |
| Be able to understand, interpret and present school performance data. |   | D |
| Ability to form & maintain appropriate relationships & personal boundaries with children & young people. | E |   |
| Possess emotional resilience in working with pupils presenting challenging behaviours | E |   |