# PERSON SPECIFICATION

**POST: Teacher of Music]**

| | Essential | Desira-ble | Comments |
|---|---|---|---|
| **QUALIFICATIONS AND TRAINING** | | | |
| 1. Qualified teacher status | ✓ | | |
| 2. Graduate | ✓ | | |
| 3. Evidence of further recent and appropriate professional development | ✓ | | |
| 4. Post graduate qualification | | ✓ | |
| **EXPERIENCE** | | | |
| 1. Proven record of effective pastoral management | | ✓ | |
| 2. Proven record of outstanding or consistently good classroom teaching | ✓ | | |
| 3. Successful leadership of a school improvement initiative | ✓ | | |
| 4. Experience of strategies for the effective management of student behaviour | ✓ | | |
| 5. Successful team leadership and management | ✓ | | |
| 6. Has made a positive difference to current post and can demonstrate how it was achieved | ✓ | | |
| 7. Implementation of systems and processes to (a) monitor, review and evaluate teaching and learning, leadership and management and (b) to support a rapid rise in student achievement | ✓ | | |
| 8. Working in at least two comprehensive schools | | ✓ | |
| 9. Proven successful leadership of a project or initiative | ✓ | | |
| 10. Curriculum planning and curriculum innovation | | ✓ | |
| 11. Working in a school which includes urban, ethnically diverse communities | | ✓ | |
| 12. Accountability of school performance | | ✓ | |
| **KNOWLEDGE** | | | |
| 1. Curriculum innovation and the national secondary strategy for school improve-ment | ✓ | | |
| 2. Current educational issues and their implications | ✓ | | |
| 3. How to raise attainment, achievement and aspirations | ✓ | | |
| 4. Developments in personalised learning and assessment | ✓ | | |
| 5. The implications of Safeguarding | ✓ | | |
| 6. The OFSTED framework and school self-evaluation | ✓ | | |
| 7. How e-learning can support the curriculum and achievement | ✓ | | |
| 8. Developing teaching styles to meet learning needs | ✓ | | |

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| | Essential | Desirable | Comments |
|---|---|---|---|
| **SKILLS AND ABILITIES** | | | |
| 1. High order administrative and organisational skills, with good attention to detail | ✓ | | |
| 2. Good oral and written skills | ✓ | | |
| 3. Ability to manage student behaviour firmly, effectively and positively | ✓ | | |
| 4. Resilience, ability to deal with a large volume of work and heavy demands on one's time | ✓ | | |
| 5. Ability to reach logical conclusions and make high quality reasoned decisions based upon available information. | ✓ | | |
| 6. Ability to listen, reflect and respond accordingly | ✓ | | |
| 7. Ability to command respect from students, staff, parents and the community | ✓ | | |
| 8. Ability to work collaboratively to resolve problems and issues | ✓ | | |
| 9. Ability to lead and to be part of a team | ✓ | | |
| 10. ICT skills to support teaching, learning and management | ✓ | | |
| 11. The ability to think and plan strategically | ✓ | | |
| 12. The ability to formulate a clear plan for area or school improvement | ✓ | | |
| 13. The ability to analyse data and form appropriate conclusions leading to the development of alternative strategies to address relevant issues. | ✓ | | |
| 14. Excellent interpersonal skills including sensitivity, tact, diplomacy and wisdom | ✓ | | |
| 15. Ability to see the funny side | ✓ | | |
| **VALUES** | | | |
| 1. Committed, open and honest with high standards and expectations of self and others | ✓ | | |
| 2. Ambitious for student, school, colleagues and self | ✓ | | |
| 3. Passionate about inclusion and equal access | ✓ | | |
| 4. Likes children. | ✓ | | |