



PERSONAL SPECIFICATION

Main Scale Teacher

E = Essential

D = Desirable

Criteria		E/D
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	E
Experience	<ul style="list-style-type: none"> Experience of teaching at Key Stage 3 and Key Stage 4 	E
	<ul style="list-style-type: none"> teaching across the whole Secondary age range; 	D
	<ul style="list-style-type: none"> working in partnership with parents. 	D
Professional knowledge, abilities and skills	<ul style="list-style-type: none"> Subject expertise 	E
	<ul style="list-style-type: none"> Establish and maintain high expectations for all students 	E
	<ul style="list-style-type: none"> the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); 	E
	<ul style="list-style-type: none"> the monitoring, assessment, recording and reporting of pupils' progress; 	E
	<ul style="list-style-type: none"> the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; 	E
	<ul style="list-style-type: none"> the positive links necessary within school and with all its stakeholders; 	E
	<ul style="list-style-type: none"> effective teaching and learning styles. 	E
	<ul style="list-style-type: none"> the links between schools, especially partner schools 	D
	<ul style="list-style-type: none"> promote the school's aims positively, and use effective strategies to monitor motivation and morale 	E
	<ul style="list-style-type: none"> develop good personal relationships within a team 	E
	<ul style="list-style-type: none"> ability to plan sequences of lessons with clear objectives and student learning outcomes matched to departmental schemes of work; 	E

	<ul style="list-style-type: none"> • ability to successfully deploy a range of pedagogical styles to suit the nature of the course content and the ability and attainments of the students 	E
	<ul style="list-style-type: none"> • ability to manage the learning environment and student behaviour in a manner which is conducive to productive learning for all students develop strategies for creating community links 	E
	<ul style="list-style-type: none"> • Ability to structure learning programmes which enable students to take increasing responsibility for their learning and demonstrate independent learning 	D
People management skills	<ul style="list-style-type: none"> • Good Listener 	E
	<ul style="list-style-type: none"> • Ability to motivate students 	E
	<ul style="list-style-type: none"> • Able to work professionally with other stakeholders and external agencies 	E
	<ul style="list-style-type: none"> • Personal and professional integrity 	E
	<ul style="list-style-type: none"> • Ability to work accurately under pressure 	E
	<ul style="list-style-type: none"> • Ability and willingness to adapt quickly to last minute changes or cover arrangements 	E
	<ul style="list-style-type: none"> • Has attention to detail 	E
	<ul style="list-style-type: none"> • Able to prioritise 	E
	<ul style="list-style-type: none"> • Enjoys working with young people 	E
	<ul style="list-style-type: none"> • Excellent presentation skills 	E
	<ul style="list-style-type: none"> • Excellent attendance and punctuality 	E
	<ul style="list-style-type: none"> • Ability to carry out the job description 	E
	<ul style="list-style-type: none"> • Reflective practitioner with a commitment to research based practice with a continued interest in developments in teaching and learning 	E