# PERSON SPECIFICATION: Teacher of Chemistry

Note to candidates: please have this person specification in mind when writing your letter of application.

Key: attribute tested principally through one or more of: **F**orm, **L**etter, **R**eferences, **I**nterview, **O**bservation

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|  **Essential** |  |   |  |  **Desirable** |
|  **SKILLS AND EXPERIENCE** |
| Education to [degree level plus teaching qualification] [F] |  |  |  | Further qualification in Science and/or evidence of continuing professional development [F, L] |
| Expertise in the teaching of Chemistry including evidence of excellence in own work as practitioner [L, R, I, O] |  |  | Experience in a fully comprehensive school across the spectrum of age and ability [F, L] |
| Clear indications of leadership and managerial potential [L, R, I] |  |  | Involvement in sharing expertise e.g. within an [subject] department and/or through trainee teacher mentoring or in-service training [F, L] |
| Willingness and ability to engage in policy formulation and detailed implementation [L, R, I] |  |  | Evidence of involvement in departmental policy making and implementation [F, L, R] |
| Good knowledge and understanding of current issues in learning and teaching including assessment [L, I] |  |  | Substantial experience of assessment including target setting and/or value-added analysis [L, I] |
| Strong organisational and classroom management skills [L, R, O] |  |  | Substantial involvement in Science or Science-based events, e.g. exhibitions of students’ work, including organisational aspects [L, R, I] |
| Good ICT, oral and written communication skills [F, L, I, O] |  |  | Particular strengths in Science education and/or cross curricular working [F, L, I, O] |
|  **PERSONAL QUALITIES** |
| Ability to communicate well with students, parents & staff [R, I, O] |  |  |  | Good time-management skills [R, I] |
| Willingness and ability to gain the respect of students and departmental colleagues [R, I, O] |  |  | Perseverance [I] |
| Enthusiasm and good sense of humour [R, I] |  |  | Potential to go on to head of department post (and beyond) [R, I] |
| Flexibility [R, I] |  |  |  |
| **SAFEGUARDING** |
| Commitment to form and maintain appropriate relationships and personal boundaries with young people [R, I] |  |  |  | Understanding of how best to promote the health, safety and well-being of young people [R, I] |
| Commitment to safeguarding and promoting the welfare of young people [R, I] |  |  |  |  |