

Person Specification

The successful applicant will be able to demonstrate the following minimum requirements in their career to date through A – Application; B – Tests, Exercises; C – Interview; D– References.

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Honours degree in the relevant teaching subject or equivalent (A) Relevant subject specialism (A) PGCE or equivalent QTS (A), or QTLS or Certificate in Education / / DTLLS qualification 	
Experience	<ul style="list-style-type: none"> Teaching 13+ year olds (A, C, D) Ability to use a range of teaching and learning strategies to secure learner achievement (C) Planning and recording – able to plan a curriculum scheme of work, plan interesting lessons, measure progress and produce information for accurate data tracking (A, C) Track record of outstanding teaching (D) 	<ul style="list-style-type: none"> Ability to teach more than one subject (A, D) Further study, work in industry, professional development undertaken (A, C, D) Experience of developing cross curricular projects (B)
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge of the national curriculum at Key Stage 4 & 5 and relevant awarding body syllabuses for GCSE, A Level and BTEC Good or outstanding classroom teacher with detailed understanding of pedagogy (A, B, C, D) Of effective assessment for learning strategies (A, C, D) Of how children learn with evidence to show how this can be effectively translated into classroom practice and have an impact upon the levels of learner achievement. (A, B, C, D) Of how ICT and technology more widely can be used to improve teaching and learning (A, B, C, D) Understanding of strategies for raising performance and using monitoring and evaluation structures to allow rigorous review of curriculum delivery (C) 	<ul style="list-style-type: none"> Of curriculum developments which personalise learning for learners and so maximise achievement (A, C, D) Able to demonstrate a knowledge of initiatives to link numeracy and literacy and the broader curriculum into their subject (B, C)
Other skills and abilities	<ul style="list-style-type: none"> High standard of interpersonal skills and emotional intelligence. Excellent written and oral communication skills with the ability to communicate effectively to a variety of audiences (A, B, C, D) Commitment to working in partnership with parents (A, C) Excellent at working in teams (C, D) Ability to manage time and prioritise well, meet deadlines and work under pressure (A, B, C, D) Command respect of learners and staff and be an advocate for the UTC (A, C, D) Able to demonstrate a knowledge of innovative 	<ul style="list-style-type: none"> Ability to demonstrate innovation and creativity in their subject (B, C, D) Interest in whole college developments and the wider life of the college Highly developed ICT skills (A, C, D)

	<p>approaches to the teaching of an agreed subject specialism(B)</p> <ul style="list-style-type: none"> • Evidence of high-quality teaching skills (B) • Strong team working skills and the ability to work effectively with people at all levels (B, D) • Able to create project-based scenarios rooted in the local community or relevant industry (B) 	
Personal qualities	<ul style="list-style-type: none"> • Honesty, integrity, ability to build trust (D) • Resilience (B, D) • Energy, enthusiasm and the ability to keep things in perspective (A, C, D) • A sense of humour (A, C, D)- I am not sure this should be here – up to you- I would take it out- you don't need to say it • Commitment to the aims and values of the UTC (A, B, C) • Confidence, communication skills and fluency to deal with employers, learners, parents and community organisations (C, D) • Awareness, understanding and commitment to equal opportunities (A) • An understanding of the needs of young people (C) • Maintains high professional standards at all times (D) • Commitment to own professional development (D) 	<ul style="list-style-type: none"> • An understanding of the needs of business and industry (C) •

How to apply

To apply for this position please complete LDE UTCs application form remembering to include your supporting statement. You can download our application form from our website www.LDEUTC.co.uk/APPLY. Please ensure that all required details are completed. Applicants missing key information will not be called for interview.

Applications should be emailed to Brooke.Holdgate@LDEUTC.co.uk or posted to

Brooke Holdgate
London Design & Engineering UTC
Docklands Campus
University Way
London
E16 2RD

Timings

The closing date for applications is 9:00am on Monday 20th May 2019.

Candidates are welcome to contact the UTC for an informal discussion or a visit, please email: Brooke Holdgate, Principals PA and HR on Brooke.Holdgate@LDEUTC.co.uk.

Interviews will take place week on either 22nd or 23rd May 2019

All successful applicants will be required to complete an enhanced DBS (formerly CRB) check which must be maintained throughout the period of employment.

Commencement

The post will commence on 1st September 2019.

Term Dates and Working Hours-

LDE UTC term dates will follow the pattern of Newham colleges. Work-life balance is very important but, whilst the limit of 1265 hours of 'directed time' is recognised as a significant benchmark, the UTC will not be bound by the 1265-hour limit. The post holder is expected to take part in the UTC's enrichment programme and work such hours as may be needed to enable the effective discharge of the post holder's professional duties and to meet the educational needs of the learners. The normal working day for a full-time post will be 8.20-5.00 Monday, 8.30-5.00 Tuesday, 8.30-5.00 Wednesday, 8.30-5.00 Thursday, 8.30-3.30 Friday. We welcome applications from teachers wishing to work part-time. The Principal will set the hours of work for part-time posts.