

## 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  |
|------------------------------------|---|--|
| <b>Qualifications</b>              | <ul style="list-style-type: none"> <li>Honours degree in the relevant teaching subject or equivalent (A)</li> <li>Relevant subject specialism (A)</li> <li>PGCE or equivalent</li> <li>QTS (A), or QTLS or Certificate in Education / / DTLLS qualification</li> </ul>  | <ul style="list-style-type: none"> <li>Further professional qualifications / training. (A, C)</li> </ul>   |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>Teaching Physics at A level and Science up to GCSE to 13+ year olds (A, C, D)</li> <li>Ability to use a range of teaching and learning strategies to secure learner achievement (C)</li> <li>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)</li> <li>Track record of outstanding teaching (D)</li> </ul>  | <ul style="list-style-type: none"> <li>Ability to teach more than one science (A, D)</li> <li>Experience in aspects of departmental leadership (A, C, D)</li> <li>Aspirations to become middle / senior leader (A, C)</li> <li>Further study, work in industry, professional development undertaken (A, C, D)</li> <li>Experience of developing cross curricular projects (B)</li> </ul> |
| <b>Knowledge and Understanding</b> | <ul style="list-style-type: none"> <li>Knowledge of the national curriculum at Key Stage 4 &amp; 5 and relevant awarding body syllabuses for GCSE, A Level and BTEC (A, C)</li> <li>Good or outstanding classroom teacher with detailed understanding of pedagogy (A, B, C, D)</li> <li>Of effective assessment for learning strategies (A, C, D)</li> <li>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)</li> <li>Of how ICT and technology more widely can be used to improve teaching and learning (A, B, C, D)</li> <li>Understanding of strategies for raising performance and using monitoring and evaluation structures to allow rigorous review of curriculum delivery (C)</li> </ul> | <ul style="list-style-type: none"> <li>Of curriculum developments which personalise learning for learners and so maximise achievement (A, C, D)</li> <li>Able to demonstrate a knowledge of initiatives to link numeracy and literacy and the broader curriculum into their subject (B, C)</li> </ul>  |
| <b>Other skills and abilities</b>  | <ul style="list-style-type: none"> <li>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)</li> <li>Commitment to working in partnership with parents</li> </ul>   | <ul style="list-style-type: none"> <li>Ability to demonstrate innovation and creativity in their subject (B, C, D)</li> </ul>  |

|                           |  |  |
|---------------------------|--|--|
|                           | <p>(A, C)</p> <ul style="list-style-type: none"> <li>• Excellent at working in teams (C, D)</li> <li>• Ability to manage time and prioritise well, meet deadlines and work under pressure (A, B, C, D)</li> <li>• Command respect of learners and staff and be an advocate for the UTC (A, C, D)</li> <li>• Able to demonstrate a knowledge of innovative approaches to the teaching of an agreed subject specialism(B)</li> <li>• Evidence of high-quality teaching skills (B)</li> <li>• Strong team working skills and the ability to work effectively with people at all levels (B, D)</li> <li>• Able to create project-based scenarios rooted in the local community or relevant industry (B)</li> </ul> | <ul style="list-style-type: none"> <li>• Interest in whole college developments and the wider life of the college (A, C)</li> <li>• Highly developed ICT skills (A, C, D)</li> </ul> |
| <b>Personal qualities</b> | <ul style="list-style-type: none"> <li>• Honesty, integrity, ability to build trust (D)</li> <li>• Resilience (B, D)</li> <li>• Energy, enthusiasm and the ability to keep things in perspective (A, C, D)</li> <li>• Commitment to the aims and values of the UTC (A, B, C)</li> <li>• Confidence, communication skills and fluency to deal with employers, learners, parents and community organisations (C, D)</li> <li>• Awareness, understanding and commitment to equal opportunities (A)</li> <li>• An understanding of the needs of young people (C)</li> <li>• Maintains high professional standards at all times (D)</li> <li>• Commitment to own professional development (D)</li> </ul>            | <ul style="list-style-type: none"> <li>• An understanding of the needs of business and industry (C)</li> </ul>   |