



# Sir Graham Balfour Multi-Academy Trust

## TEACHER PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	HOW TESTED	DESIRABLE	HOW TESTED
<b>QUALIFICATIONS/TRAINING</b>				
Education	Qualified Teacher Status.  A first degree or equivalent in the relevant subjects.	AF		
Professional Development	Evidence of participation in INSET, especially with regard to Teaching and Learning.	AF	Participation in work with other schools/agencies.	AF
<b>EXPERIENCE</b>				
Teaching	Evidence of classroom teaching experience.	AF/L		
Resources	Understanding of managing teaching resources.	AF/I		
Students	Understanding of the importance of strong student voice in refining Teaching and Learning.	AF/I	Experience of refining practice, based upon student voice feedback.	I
Parents	Experience of first hand dealings with parents.	I		
<b>KNOWLEDGE AND UNDERSTANDING</b>				
National Framework	Knowledge and understanding of safeguarding procedures.	AF/I	Knowledge of the current OFSTED evaluation framework.	AF/I
	Knowledge of recent Education Acts and other relevant legislation.	AF/I	Awareness of current developments in education and the implications of these for SGB.	AF/I
	Understanding of conduct and importance of appraisal.	I		

Teaching and Learning	Knowledge and understanding of strategies that facilitate effective, sustained learning.	AF/I/L	Understanding of how to promote SMSC, including British values, in lessons.	AF/I/L
	Knowledge and understanding of how data can be used to support improvements in student attainment.	AF/I		
	Knowledge and understanding of how to share and disseminate good practice with regard to Teaching and Learning.	AF/I		
	Good subject knowledge of	AF/I		
Pastoral	Commitment to inclusive practice.	AF/I		
	Commitment to creating a positive 'climate for learning'.	AF/I/L		
	Commitment to all aspects of safeguarding	AF/I/L		
Standards	Understand characteristics of an effective school.	AF/I		
	Awareness of a range of strategies to raise pupil achievement.	AF/I/L		
	Awareness of strategies to manage behaviour.	AF/I/L		
	Understanding of how to set targets and monitor against them.	AF/I		
Public Exams	Knowledge and understanding of the requirements of GCSE specifications	AF/I	Knowledge and understanding of the requirements for A level (if applicable).	
Parents and Community	Understanding the role which can be played by parents, and the community in raising standards.	AF/I	Experience of working directly with parents to raise standards and involvement with the local community.	AF
<b>SKILLS</b>				
Leadership	Able to motivate pupils and staff.	I/AF/R	Personal impact and presence.	I
	Ability to set high standards and provide a focus for improvement.	I/AF/R		
Relationships	Able to establish and develop good relationships with all involved in the school and the	I/R/L		

	wider community.			
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally.	AF/I	Positive and energetic approach to work.	I
	Flexible and approachable.	AF/I		
	Resilient under pressure.	AF/I		
	Able to deal sensitively with people and resolve conflicts.	I		
	Sense of humour.	I/L		
<b>ATTITUDES</b>				
Educational Philosophy	A commitment to raising achievement through partnership with parents and the wider community.	AF/I	An understanding of the way schools can promote values and a moral code.	AF/I
	A determination to deliver the aims of the school.	I		
	A determination to progress school improvement and a desire to fulfil each child's potential.	I		
Staff Development	Committed to the continuous professional development of faculty staff.	I	A knowledge of and commitment to Investors in People standards.	AF/I
Equal Opportunities	Commitment to equality of opportunity.	I/L	Understanding the need to promote positive role models.	I
	Commitment to race and gender equality and social inclusion.	I/L		

AF = Application Form  
 I = Interview  
 R = References  
 L = Lesson observation