**PERSON SPECIFICATION**

**Teacher of Chemistry**

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| Attributes | **Essential** | **How Tested** | | **Desirable** | **How Tested** |
| **Qualifications/Training** | | | | | |
| 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 |
| **Experience** | | | | | |
| 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 | |  |  |
| **KNOWLEDGE AND UNDERSTANDING** | | | | | |
| National Framework | Knowledge and understanding of safeguarding procedures.  Knowledge of recent Education Acts and other relevant legislation.  Understanding of conduct and importance of appraisal. | AF/I  AF/I  I | | Knowledge of the current OFSTED evaluation framework.  Awareness of current developments in education and the implications of these for SGB. | AF/I  AF/I |
| Teaching and Learning | Knowledge and understanding of strategies that facilitate effective, sustained learning.  Knowledge and understanding of how data can be used to support improvements in student attainment.  Knowledge and understanding of how to share and disseminate good practice with regard to Teaching and Learning.  Good subject knowledge of Chemistry. | AF/I/L  AF/I  AF/I  AF/I | | Understanding of how to promote SMSC, including British values, in lessons. | AF/I/L |
| Pastoral | Commitment to inclusive practice.  Commitment to creating a positive ‘climate for learning’.  Commitment to all aspects of safeguarding | AF/I  AF/I/L  AF/I/L | |  |  |
| Standards | Understand characteristics of an effective school.  Awareness of a range of strategies to raise pupil achievement.  Awareness of strategies to manage behaviour.  Understanding of how to set targets and monitor against them. | AF/I  AF/I/L  AF/I/L  AF/I | |  |  |
| Public Exams | Knowledge and understanding of the requirements of GCSE specifications in Chemistry | AF/I | | Knowledge and understanding of the requirements for A level. |  |
| 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 |
| **SKILLS** | | | | | |
| Leadership | Able to motivate pupils and staff.  Ability to set high standards and provide a focus for improvement. | | I/AF/R  I/AF/R | Personal impact and presence. | I |
| Relationships | Able to establish and develop good relationships with all involved in the school and the wider community. | | I/R/L |  |  |
| Interpersonal and Communication Skills | Ability to communicate effectively in writing and orally.  Flexible and approachable.  Resilient under pressure.  Able to deal sensitively with people and resolve conflicts.  Sense of humour. | | AF/I  AF/I  AF/I  I  I/L | Positive and energetic approach to work. | I |
| **ATTITUDES** | | | | | |
| Educational Philosophy | A commitment to raising achievement through partnership with parents and the wider community.  A determination to deliver the aims of the school.  A determination to progress school improvement and a desire to fulfil each child’s potential. | AF/I  I  I | | An understanding of the way schools can promote values and a moral code. | AF/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.  Commitment to race and gender equality and social inclusion. | I/L  I/L | | Understanding the need to promote positive role models. | I |

AF = Application Form

I = Interview

R = References

L = Lesson observation