

## SECONDARY SCHOOL TEACHER: PERSON SPECIFICATION

Excalibur Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.

### Qualifications

Essential	Desirable	Notes
1. Qualified teacher status	a) Commitment to continuing professional development activities	Application form

### Professional Attributes

Essential	Desirable	Notes
<ol style="list-style-type: none"> <li>Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</li> <li>Hold positive values and attitudes and adopt high standards of behaviour in their professional role.</li> <li>Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.</li> <li>Communicate effectively with young people and colleagues.</li> <li>Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.</li> <li>Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.</li> <li>Recognise and respect the contributions that colleagues, parents and carers can make to the</li> </ol>	<ol style="list-style-type: none"> <li>Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</li> </ol>	Application form  Letter of application  References  Interviews

<p>development and well-being of young people, and to raising their levels of attainment</p> <p>8. Have a commitment to collaboration and co-operative working where appropriate.</p> <p>9. Evaluate their performance and be committed to improving their practice through appropriate professional development.</p> <p>10. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.</p> <p>11. Act upon advice and feedback and be open to coaching and mentoring</p>		
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### Professional Knowledge and Understanding

Essential	Desirable	Notes
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<ol style="list-style-type: none"> <li>1. Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> <li>2. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.</li> <li>3. Know a range of approaches to assessment, including the importance of formative assessment</li> <li>4. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</li> <li>5. Know how to use reports and other sources of external information related to assessment in order to</li> </ol>	<ol style="list-style-type: none"> <li>a) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> <li>b) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.</li> <li>c) Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting</li> </ol>	<p>Application form</p> <p>Letter of application</p> <p>Demonstration of teaching ability</p> <p>References</p> <p>Interviews</p>
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<p>provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.</p> <p>6. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.</p> <p>7. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.</p> <p>8. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p> <p>9. Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences</p> <p>10. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p> <p>11. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.</p> <p>12. Know when to draw on the expertise of colleagues, such as</p>	<p>learners' needs.</p> <p>d) Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them</p> <p>e) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>	
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<p>those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.</p> <p>13. Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p>14. Know the local arrangements concerning the safeguarding of children and young people</p> <p>15. Know how to identify potential child abuse or neglect and follow safeguarding procedures</p> <p>16. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p>		
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## Professional Skills

Essential	Desirable	Notes
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<ol style="list-style-type: none"> <li>1. Plan for progression across the Secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge</li> <li>2. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context</li> <li>3. Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning</li> <li>4. Teach challenging, well organised lessons and sequences of lessons</li> </ol>	<ol style="list-style-type: none"> <li>a) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.</li> <li>b) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally</li> </ol>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
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<p>across the Secondary age and ability range</p> <ol style="list-style-type: none"> <li>5. Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.</li> <li>6. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</li> <li>7. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.</li> <li>8. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.</li> <li>9. Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</li> <li>10. Teach engaging and motivating lessons informed by well grounded expectation of learners and designed to raise levels of attainment</li> <li>11. Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment</li> <li>12. Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development</li> <li>13. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners</li> </ol>	<ol style="list-style-type: none"> <li>c) Promote collaboration and work effectively as a team member.</li> <li>d) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</li> </ol>	
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<p>14. Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching</p> <p>15. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.</p> <p>16. Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.</p> <p>17. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.</p> <p>18. Make use of the local arrangements concerning the safeguarding of children and young people.</p> <p>19. Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</p> <p>20. Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy</p> <p>21. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</p> <p>22. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.</p> <p>23. Work as a team member and identify opportunities for working</p>		
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<p>with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</p> <p>24. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</p>		
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