**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Qualified Teacher Status.  An appropriate degree. | Evidence of a range of supportive professional development. |
| **Experience** | Experience in teaching the subject. | Experience of working with students in the 11-19 age range.  Teaching at Post 16 level. |
| **Curriculum** | Understanding of current curriculum issues with particular reference to the teaching of the subject.  Enthusiasm for the subject.  Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school.  Knowledge of ICT applications. | Evidence of clear ideas about the delivery of the subject to all abilities.  Evidence of the production of learning resources.  Ability to contribute to extra-curricular activities.  Evidence of successful curriculum development work within a team. |
| **Management** | Understanding of good classroom management techniques.  Ability to be part of an academic and pastoral team. | Evidence of effective classroom management strategies.  Demonstrate leadership up to department level. |
| **Students** | Understanding of the importance of supportive student/teacher relationships.  Ability to communicate effectively with young people. | Evidence of effective relationships with young people. |
| **Parents and the Community** | Understanding the importance of the partnership with parents. | Evidence of involvement with Community Groups and/or parents. |
| **Personal Qualities** | Ability to develop good relationships.  Good communication skills.  High level of commitment to the school.  Ability to work in a team, follow instructions and be self organising.  Record of good attendance.  Role model behaviour.  Strong leadership characteristics. | Evidence of a clear career plan.  Evidence of good working relations with a range of people.  Evidence of a willingness to work hard.  Be able to demonstrate that she/he can work as part of a team and is able to meet deadlines and achieve targets. |