

# ICHS Person Specification



All staff members at ICHS are expected to demonstrate a commitment to Safeguarding and Equal Opportunities, with a proven ability to work effectively in culturally and linguistically diverse learning environments. This person specification is related to the requirements of the post as determined by the job description.

<b>Post Title:</b>	<b>Classroom Teacher</b>
<b>Education, Qualifications &amp; Experience.</b>	<ol style="list-style-type: none"> <li>1. A degree in your chosen primary subject or a related subject.</li> <li>2. Qualified Teacher Status</li> <li>3. Recent and relevant experience of teaching</li> <li>4. Evidence of appropriate continued personal and professional development in your chosen subject</li> <li>5. Successful experience of teaching Key Stages three, four and five would be welcomed.</li> </ol>
<b>Knowledge, Skills &amp; Understanding</b>	<ol style="list-style-type: none"> <li>1. A broad and secure knowledge of your chosen subject and its effective teaching, learning and assessment.</li> <li>2. A clear understanding of effective learning and teaching styles.</li> <li>3. The ability to communicate effectively, both orally and in writing, with a range of audiences.</li> </ol>
<b>Planning, Teaching &amp; Class Management.</b>	<ol style="list-style-type: none"> <li>1. Has a record of successful teaching with the ability to motivate, inspire and involve all students in their learning and self- assessment.</li> <li>2. The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and student behaviour.</li> <li>3. Plans teaching effectively to ensure all students make good progress, including identifying needs and planning appropriate differentiation as appropriate.</li> <li>4. An excellent understanding of student assessment and target setting for individual student improvement and how that analysis contributes to high standards.</li> </ol>
<b>Monitoring, Evaluation and Accountability.</b>	<ol style="list-style-type: none"> <li>1. Is able to monitor and track student performance.</li> <li>2. Can evaluate performance, review progress, plan and implement appropriate interventions to facilitate improvement.</li> </ol>
<b>Other Professional Requirements</b>	<ol style="list-style-type: none"> <li>1. Is committed to safeguarding and child protection</li> <li>2. Is committed to, and understands the wider aspects and importance of student development including tutoring and the teaching of the pastoral curriculum and PSHEE.</li> <li>3. Has the ability to help develop and to support the school's vision of high quality education based on moral integrity and the school's core values.</li> <li>4. Is willing to initiate and participate in cross-curricular and extra-curricular activities and to be involved in all aspects of school life.</li> <li>5. The ability to lead, motivate and inspire students and to forge positive and productive relationships with parents, staff, external agencies and the wider school community.</li> <li>6. Is determined to promote a culture that celebrates success.</li> <li>7. Has the ability to support a team culture and is flexible and able to work under pressure and meet deadlines.</li> <li>8. Is an excellent role model for staff and students, including having excellent attendance and punctuality.</li> <li>9. Has a solution-focussed mind set and a determined approach to raising standards with a positive 'can-do' attitude.</li> </ol>

This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed. The successful applicant will be subject to rechecking as appropriate.