***Temporary Teacher of Science*** *(maternity cover)*

***Personnel Specification***

These are the criteria upon which selection by the methods indicated will be based.

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|  | ***Application*** | ***Reference*** | ***Interview*** |
| ***Physical Attributes (essential)*** |  |  |  |
| 1. Clear and expressive voice |  |  | • |
| 1. Smart appearance |  |  | • |
|  |  |  |  |
| ***Qualifications (essential)*** |  |  |  |
| 1. Appropriate degree | • |  |  |
| 1. Qualified Teacher status | • |  |  |
|  |  |  |  |
| ***Experience (essential)*** |  |  |  |
| 1. Successful experience of teaching Science in Key Stages 3, 4 and 5 OR successful teaching practice in a Secondary School |  | • | • |
|  |  |  |  |
| ***Attitudes (essential)*** |  |  |  |
| 1. Enthusiasm for teaching Science and developing cross-curricular links | • | • |  |
| 1. Interest in and enjoyment of working with children | • | • | • |
| 1. A willingness to teach SEN pupils |  |  | • |
| 1. Orderly, methodical and well-structured approach to teaching, including punctuality to school and lessons and care of classroom and resource materials | • | • |  |
| 1. Commitment to the job-lesson preparation, marking, assessing, recording, researching attendance at meetings | • | • |  |
| 1. Willingness to become involved in and contribute to the department and take some responsibility for some aspects of its work | • | • |  |
| 1. Initiative, creativity and flexibility | • | • |  |
| 1. Evidence of having given thought to the teaching of Science and recent developments in the subject | • | • | • |
| 1. Commitment to equal opportunities | • | • |  |
|  |  |  |  |
| ***Skills (essential)*** |  |  |  |
| 1. Good relationships with pupils |  | • | • |
| 1. Good classroom discipline |  | • | • |
| 1. Co-operative relationships with staff |  | • | • |
| 1. Good organisational skills |  | • | • |
|  |  |  |  |
| ***Other*** |  |  |  |
| 1. Interest in and willingness to contribute to extra-curricular activities of some kind | • | • | • |
| 1. Recent INSET (if not NQT) | • |  |  |