CHARTERS SCHOOL

PERSON SPECIFICATION

Teacher of MFL - Main Scale Post for September 2019

	ESSENTIAL	**DESIRABLE**	**EVIDENCE FROM**
Qualifications and Training	• QTS • Degree in Spanish or French	Additional relevant qualifications	Application form
Experience	• Able to teach Spanish from KS3 to KS5	French at KS3	Application form/interview/ reference
Health, Attendance and Reliability	• Good attendance and reliability • Professional dress • Professional commitment • Good timekeeping		Interview/reference
Quality of Relationships	• An ability to work with members of a team • Good teacher- student skills • Ability to display fairness and respect for pupils and colleagues • Excellent classroom management		Interview/application form
Curriculum Work	• A natural enthusiasm for the teaching of languages • Originality and creativity in the planning of SoW and the delivery of lessons • Knowledge and understanding of current issues surrounding Modern Foreign Languages		Interview/application form

Pastoral Work	• Commitment to the students in the tutor group in terms of their personal and social development • Commitment to working with parents		Interview/application from
Generic Attributes	• Conscientiousness and tenacity • Ability to meet deadlines • Sense of humour • Stamina, flexibility and emotional robustness • Organisation • Commitment to own professional learning and that of other colleagues including those wishing to enter the profession		Interview/reference
Dispositions and values	• Commitment to comprehensive education • Commitment to the achievement of all students		Interview/application form

All teachers at Charters School are expected to meet the National Standards (Parts 1 and 2). They are attached to this document.

NATIONAL STANDARDS

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part 1

Standard

1.1 Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

1.2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

1.3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

1.4 Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

1.5 Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs' those with high ability; those with English as an additional

language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

1.6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

1.7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary

1.8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

Part 2

Standard
The following standards define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

2.1 Personal and Professional Conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.