



Person Specification

Teaching Staff

Personal and professional characteristics

- To foster a culture of inclusion where all students, regardless of background, are nurtured, welcomed motivated and developed.
- The potential, or experience to work collaboratively within a team and in partnership with staff, students and parents/carers alike.
- Excellent communication skills.
- Have the emotional resilience to work with challenging behaviours and when being authoritative to maintain discipline.
- Have high expectations of themselves and others within the academy community.
- The ability to inspire the trust and confidence of staff, students and parents/carers.
- Be pro-active and self motivating with a readiness to innovate.
- The vision, energy and resilience to lead students.
- A proven commitment to developing their own professional learning.
- The potential to operate effectively, both as a team leader, and team member.
- The ability and commitment to create a learning environment with opportunities to develop and maintain appropriate relationships and personal boundaries, in which the innate spirituality of all human beings can find expression, be nourished and developed.
- The passion to place spiritual development at the heart of the academy.
- The commitment to treat every student as an individual and then seek to develop that individual as fully, and as profoundly as possible.
- Have an up to date knowledge of national and local initiatives which underpin the Every Child Matters agenda.
- Be committed to safeguarding and to promoting the welfare of children and young people.
- Be suitable to work with children and young people.
- Be aware, and agree to ensuring that the National Standards for Teachers are abided by.

Experience

- Successful training and/or teaching experience across the whole age and ability range in the secondary sector.
- Possible experience of working with parents and the wider community.

Knowledge, Skills and Aptitudes

- Have a working knowledge of models and theories of learning and how these can be applied in the academy's learning areas, using appropriate skills.
- An understanding of how student performance data can be managed in order to bring about improvement in standards.
- The ability to monitor and evaluate performance with a view to identifying the need for change and the ability to plan strategically, and analytically, to plan appropriate changes.
- The ability to work closely with fellow professionals in bringing about improvements.