**Person Specification for Aspirant Teacher**

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| **Qualifications:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. **Level 4 qualification, e.g. a BA or BSc**
 |  | ✔ | ✔ |  |  |
| 1. Evidence of recent training/development with young people
 | ✔ |  | ✔ |  |  |
| 1. Proven experience of working with children of relevant age in a learning environment
 |  | ✔ | ✔ |  |  |
| 1. **Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)**
 | ✔ |  | ✔ |  |  |

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| **Professional knowledge and understanding, skills and attributes:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. **An understanding of the characteristics of an effective school**
 |  |  ✔ | ✔ | ✔ |  |
| 1. An understanding of the National Curriculum - content and assessment
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. The ability to set standards and provide a role model for students
 | ✔ |  |  | ✔ | ✔ |
| 1. The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the school’s commitment to high achievement
 | ✔ |  | ✔ | ✔ | ✔ |
| 1. The ability to analyse, understand and interpret data and information
 | ✔ |  |  | ✔ |  |
| 1. A knowledge of relevant policies/codes of practice/legislation
 | ✔ |  |  | ✔ | ✔ |
| 1. The ability to promote the ethos of the school to the wider community
 | ✔ |  |  | ✔ | ✔ |
| 1. The ability to prioritise own time, work under pressure and meet deadlines with a sense of balance and perspective
 | ✔ |  |  | ✔ | ✔ |
| 1. **The ability to use ICT to enhance and support teaching, learning and management**
 | ✔ |  |  | ✔ |  |
| 1. Evidence of involvement and understanding of pastoral needs of students
 | ✔ |  | ✔ | ✔ |  |
| 1. To be conscious of, and desire to maintain a safe and healthy working environment
 | ✔ |  | ✔ | ✔ | ✔ |

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| **Personal skills and attributes:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. Decision-making skills - the ability to investigate, solve problems and make decisions
 | ✔ |  |  | ✔ |  |
| 1. **Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others**
 | ✔ |  | ✔ | ✔ |  |
| 1. Ability to develop new ideas
 | ✔ |  |  | ✔ |  |
| 1. **Personal impact and presence**
 | ✔ |  |  | ✔ | ✔ |
| 1. Energy, determination and perseverance
 | ✔ |  |  |  | ✔ |
| 1. **Self-confidence, enthusiasm and commitment**
 | ✔ |  |  | ✔ |  |
| 1. Reliability and integrity
 | ✔ |  |  | ✔ | ✔ |

**Note -** The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

Bold Statements are the main criteria used for shortlisting.

Non-bold statements are subsidiary criteria used for further refining the shortlist.

A = Application

I = Interview (including tasks)

R = Reference