Understand that we are all learners and achieve the best results by working together ‘together we achieve success’.

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|  | MPS | AFTL | DFTL | FTL |
| Ethos | Understand that we are all learners and achieve the best results by working together:  Together we Achieve Success | | | |
| Qualifications & Training | Qualified teacher status.  You will have a degree appropriate to your subject.  Recent Professional Learning on teaching/ learning styles.  Willing to participate in Professional Learning and Staff Development.  Willing to be a reflective practitioner | Qualified teacher status.  You will have a degree appropriate to your subject.  Recent engagement in training to improve classroom practice.  Committed to developing self and others.  Willing to be a reflective practitioner and to work with others in a reflective way  Interest in further self-development. | Qualified teacher status.  You will have a degree appropriate to your subject.  Recent engagement in training with a tangible impact on classroom practice.  Committed to developing self and others.  Willing to be a reflective practitioner and to lead others to be reflective  Interest in further self-development in classroom practice and leadership. | You will have Qualified Teacher Status.  You will have a degree, appropriate for your subject, with at least second class honours.  Recent engagement in training around pedagogy, leadership or data with tangible evidence of impact.  You are an engaged and enthusiastic learner, and are able to demonstrate your commitment to continual growth as a teacher and leader.  To instil a reflective approach to learning and teaching within the faculty  A further degree or qualification would be of interest to us, but only if you can demonstrate its relevancy to this role.  It would be a plus if you had experience of actually leading professional learning, either with individuals or groups of teachers. |
| Questions | * What skills and qualities would you bring to this post? * What makes a good lesson in SUBJECT * SUBJECT specific question * What feedback have you received about the quality of your teaching and what areas for improvement are you working on? | * How has your career to date allowed you to develop your leadership skills? What sort of leader do you think you are? * What makes an outstanding SUBJECT lesson? * What would you do to ensure that learning in other teachers’ classrooms was good, and how would you know if you were succeeding? | * How has your career to date allowed you to develop your leadership skills? What sort of leader do you think you are? * What makes an outstanding KS4 SUBJECT lesson? * How do you ensure that learning across the faculty is good? | * How has your career to date allowed you to develop your leadership skills and how would others describe your leadership style? * What makes an outstanding SUBJECT faculty? * How do you ensure that learning across the faculty is never less than good and keeps improving? |

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| Experience & Skills | Good knowledge of subject at KS3/4  Broad experience.  Ability to get the best out of students.    Ability to develop appropriate teaching materials for all ages and abilities.  Experience/knowledge of KS3 & 4 Programmes of study  Committed to the Pastoral Curriculum and to be a form or support tutor.  Skilled in the use of ICT.    Participation in/organisation of performances/trips/visits. | Good knowledge of subject at KS3 & 4.  Good awareness and use of wide range of teaching strategies resulting in high student achievement  Proven ability to get the best out of students  Ability to inspire students to learn  Ability to develop effective teaching materials for all ages and abilities  Experience/knowledge of KS3 & 4 Programmes of study and their assessment  Ability to be a good form tutor  Skilled in the use of ICT in the classroom  Ability to support Faculty leadership to lead the faculty to success  Participation in extra-curricular activities including trips and visits | Very good knowledge of subject at KS3 & 4  Good awareness and appropriate use of wide range of teaching strategies resulting in high student achievement    Proven ability to get the best out of students  Ability to inspire students to want to learn  Ability to develop and share effective teaching materials appropriate for all ages and abilities  Experience of KS3 & 4 Programmes of study and their assessment  Ability to be a model form tutor  Skilled in the effective use of ICT in the classroom and beyond  Commitment to support Faculty Team Leader to lead the faculty to success  Participation in extra-curricular activities including trips and visits | You will have successfully taught students in both Key Stage 3 and 4 and understand what makes teachers and students successful in your area.  You have an expert knowledge of the curriculum at Key Stage 3 and 4, and are aware of the links with KS2 & 5.  You have a strong vision about how students should be taught in your subject area and how they can be helped to make the greatest possible progress and communicate your vision effectively and enthusiastically.  You will have a proven track record of effectively leading and motivating students, teachers and support staff to be their best selves.  You can point to evidence that you are able to set a dynamic pace and to manage change in a way that takes others with you.  You understand the importance of honest and intelligent accountability, in relation to your own performance and that of your team.  Ability to effectively support the school’s pastoral system  You are very comfortable with technology and able to use it effectively, and appropriately in your teaching and leadership.  It would be ideal, but not essential, if you had at least 3 years’ experience and a bonus if you had experience as an exam marker.  You are able to deliver, recognise, and lead good and outstanding teaching.  You are able to analyse data and information intelligently and make appropriate decisions about subsequent action.  You are able to see the big picture whilst keeping track of the details along the way.  You are an excellent problem solver and a good self-starter, able to show initiative but not afraid to ask for help when needed. |
| Questions | * Briefly describe your teaching experience to date * What makes a good quality form tutor? * How did your observed lesson go earlier? If you had to do the same lesson again would you change anything? | * What skills and qualities would you bring to this post? * What practical things should form tutors do to ensure their form achieves? * How did your observed lesson go earlier? If you had had a fellow teacher observing the lesson, what would you hope they had learnt from the experience? * What innovations have you instigated? Were they successful and how do you know? | * What skills and qualities do you possess which make you feel you are ready for this post? * How should a form tutor promote progress with their tutees? * How did your observed lesson go earlier? If you had had a fellow teacher observing the lesson, what would you hope they had learnt from the experience? * Describe an innovation you have instigated with a group of people. Was it successful and how do you know? How will you seek to improve it further? | * How has your career to date supported your decision to apply for our FTL post? * How might you work with others beyond your faculty to support students to progress? * How did your observed lesson go earlier? How would you feel if all the lessons in your faculty were like that? * Describe a faculty innovation you have instigated with a group of people. Was it successful and how do you know and how would you now seek to share it whole school? |

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|  | MPS | AFTL | DFTL | FTL |
| Motivation | Love of subject.  Enthusiastic and hardworking.  Belief in the potential of students to always better themselves | Love of subject  Enthusiastic and hardworking  Belief in the potential of students to always better themselves | Love of subject  Enthusiastic and hardworking  Belief in the potential of students to always better themselves | You thrive on making others a success  You are able to thrive in the face of challenge, and you always strive to be your best.  You demonstrate firm belief in the potential of students of all abilities and have clear ideas about the promotion of your subject |
| Question | * Tell us about your most successful lesson | * What do you believe the FACULTY is trying to achieve and how would you help on that journey? | * What do you believe the FACULTY is trying to achieve and how would your experience help on that journey? | * What do you consider to the greatest priority for improvement in the FACULTY and what experience do you bring that will help us on that journey? * What does the implementation of change look like under your leadership? |
| Attitude & Temperament | Positive, firm, friendly dealings with young people.  Able to work as a member of a team and on own initiative  Ability to respond to change.  Ability to see the need for monitoring and evaluating student’s work as an on-going process.  Open to cross-curricular partnerships. | Can-do approach  Positive, firm, friendly dealings with young people  Able to work as a member of a team and on own initiative  Ability to respond to change  Ability to monitor and evaluate students’ work as an on-going process  Willingness to go the extra mile for students’ achievement  Positive about cross-curricular partnerships | Can-do approach  Positive, firm, friendly dealings with young people  Able to work as a member of a team and on own initiative  Ability to respond to and support change  Ability to lead others to monitor and evaluate students’ work as an on-going process  Willingness to go the extra mile for students’ achievement across the subject  Positive about cross-curricular partnerships & external school links | You are optimistic, and energised, about your work and able to energise others.  You have extensive experience of developing and maintaining positive relationships with young people  You see coaching and line management as an important vehicle for rich professional conversations.  You are intelligent, quick and resourceful and can deal well with complexity.  You are comfortable being flexible, and adjusting your plans, when that is necessary.  Ability to lead and line manage others to effectively monitor and evaluate students’ work as an on-going process  You are passionate about young people’s education and you go the extra mile to ensure that they make the best possible progress.  You understand the importance of contributing positively to the wider life of the school. |
| Questions | * How do you know students are making progress in your classes, both every lesson and every topic * Describe a possible approach you might take when … | * How do you know students are making progress in a subject? What action could you take if you felt the level of progress was not sufficient in your own class? * To what extent and how have you been able to impact upon other people’s performance? | * How do you know students are making progress in a subject? What action would you take if you felt the level of progress was not sufficient in your own class? * To what extent and how have you been able to impact upon other people’s performance? | * How do you know students are making progress across a cohort? What action could you take if you felt the level of progress was not sufficient? * To what extent have you been able to impact upon other people’s performance? Can you give us an example to illustrate this? |

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| Organisational skills | Well organised and efficient.  Ability and willingness to contribute towards visual presentation within the school and in the individual teaching area. | Well organised and efficient  Able to keep to deadlines and work to a high standard  Ability and willingness to contribute towards visual presentation within the school and in the individual teaching area | Well organised and efficient  Able to keep to deadlines and work to a high standard  Ability and willingness to contribute towards visual presentation within the school and in the individual teaching area | You are extremely well organised, and efficient, and understand the importance of being a good role model in this area.  You are highly capable of managing your time and responsibilities with a minimum of oversight.  To understand the importance of generating a positive and collective learning environment |
| Questions | \* Included in skills and experience expectations | * Why are deadlines important and how would you support their completion? | * Why is organisation important and how do you support this in others? | * What does an effective faculty look like? How would you promote this? |
| Communication skills | Committed to a participative approach in education of 11 – 16 year olds.  Ability to work with others and to form good working relationships with staff and students | Ability to promote inclusion through good communication skills  Ability to work with others and to form good working relationships with staff and students  Ability to promote positive relationships with parents | Ability to promote and value inclusion through good communication skills  Ability to work with others and to form good working relationships with staff and students  Ability to promote positive relationships with parents | You are an excellent communicator who is able to communicate openly, effectively and professionally.  You have a high level of emotional intelligence and you work well with others, both individually and as part of a team.  You take your work seriously but you can also have fun and find the humour in situations |
| Questions | * How do you improve boys engagement with ,,, | * What strategies would you employ with a student who was disengaged from your subject? * Who is the most difficult student you have taught and what strategies did you use to ensure they succeeded? [Int & Ext version] | * If we visited your classroom, what strategies would we see you employing to motivate ….. * Who is the most difficult student you have taught and what strategies did you use to ensure they succeeded? [Int & Ext version] | * How do you look after your team and ensure that they buy in to your vision for FACULTY? * How do you promote positive parental engagement with your subject? |
| Equal opportunities | Committed to promotion of a multi-cultural approach in the classroom.  Must be able to recognise discrimination in its many forms and willing to put Council’s Equality Policies into practice. | Committed to promotion of a multi-cultural approach in the classroom  Must be able to recognise discrimination in its many forms and willing to put Council’s Equality Policies into practice. | Committed to promotion of a multi-cultural approach in the classroom  Must be able to recognise discrimination in its many forms and willing to put Council’s Equality Policies into practice. | You are totally committed to ensuring that all students make the best possible progress, irrespective of gender, ethnicity or academic ability.  Tackle discrimination in all its forms  You see social mobility as the purpose of education and want to make this happen for Beaumont Leys School’s students |
| Questions | * What would you do if a student told you that a teacher was texting them? | * What actions would you take if you thought a teacher in your faculty was spending too much time with an individual student? | * What actions would you take if you thought a teacher in your faculty was spending too much time with an individual student? | * What action would you take if you saw a teacher and a student alone in a closed space? |
| Appearance & Health | Sound health record  Professional appearance  Good attendance record | Sound health record  Professional appearance  Good attendance and punctuality record | Sound health record  Professional appearance  Good attendance and punctuality record | You understand the importance of maintaining a professional appearance, excellent health and you have a very good attendance record. |
| Questions | * Where do you see yourself in 5 years time? | * If you are appointed, what will we be able to see in one year’s time that will show us that we have made the right decision? | * If you are appointed, what will your FTL write in your PM next year that will tell us we have made the right decision? | * What are your next career goals and what will you want from us to help you achieve them? |

Proposed question revision for teacher appointments

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| MPS | AFTL | DFTL | FTL |
| 1. Briefly describe your teaching experience to date 2. What skills & qualities would you bring to this post? 3. How did your observed lesson go earlier? If you had to do the same lesson again would you change anything? 4. We don’t grade lessons, instead we identify them as Never Less Than Good and observe on a no-notice basis. How do you feel about that and do you think it is an idea you could support? 5. Tell us about your most successful lesson 6. What makes a good SUBJECT lesson? 7. Describe a possible approach you might take when [specific learning challenge] 8. How do you improve GROUP with [specific topic] 9. SUBJECT specific questions 10. How do you know students are making progress in your classes, both every lesson and every topic 11. What makes a good quality form tutor and how can this role help our students progress? 12. What would you do if a student told you that a teacher was texting them? 13. Where do you see yourself in 5 years time? | 1. What skills and qualities would you bring to this post? 2. How did your observed lesson go earlier? If you had had a fellow teacher observing the lesson, what would you hope they had learnt from the experience? 3. We don’t grade lessons, instead we identify them as Never Less Than Good and observe on a no-notice basis. How do you feel about that and do you think it is an approach you would be able to adapt once settled? 4. How do you know students are making progress in a subject? What action could you take if you felt the level of progress was not sufficient in your own class? 5. What do you believe the FACULTY is trying to achieve and how would you help on that journey? 6. What systems have you instigated? Were they successful and how do you know? 7. To what extent and how have you been able to impact upon other people’s performance? 8. What strategies would you employ with a student who was disengaged from your subject? 9. Who is the most difficult student you have taught and what strategies did you use to ensure they succeeded? [Int & Ext version] 10. What practical things should form tutors do to ensure their form achieves? 11. What actions would you take if you thought a teacher in your faculty was spending too much time with an individual student? 12. If you are appointed, what will we be able to see in one year’s time that will show us that we have made the right decision? | 1. What skills and qualities do you poses which make you feel you are ready for this post? 2. How did your observed lesson go earlier? If you had had a fellow teacher observing the lesson, what you hope they had learnt from the experience? 3. What makes a good SUBJECT lesson? 4. We don’t grade lessons, instead we identify them as Never Less Than Good and observe on a no-notice basis. How do you feel about that and do you think it is an approach you would be able to adopt once settled? 5. How do you know students are making progress in a subject? What action would you take if you felt the level of progress was not sufficient in your own class? 6. If we visited your classroom, what strategies would we see you employing to motivate ….. 7. SUBJECT specific questions 8. What do you believe the FACULTY is trying to achieve and how would your experience help on that journey? 9. Describe an innovation you have instigated with a group of people. Was it successful and how do you know? How will you seek to improve it further? 10. To what extent and how have you been able to impact upon other people’s performance? 11. Why is organisation important and how do you support this in others? 12. How should a form tutor promote progress with their tutees? 13. What actions would you take if you thought a teacher in your faculty was spending too much time with an individual student? 14. If you are appointed, what will your FTL write in your PM next year that will tell us we have made the right decision? | 1. How has your career to date supported your decision to apply for our FTL post? 2. How did your observed lesson go earlier? How would you feel if all the lessons in your faculty were like that? 3. What does an effective faculty look like? How would you promote this? 4. How do you know students are making progress across a cohort? What action could you take if you felt the level of progress was not sufficient? 5. What do you consider to the greatest priority for improvement in the FACULTY and what experience do you bring that will help us on that journey? 6. Describe a faculty innovation you have instigated with a group of people. Was it successful, how do you know and how would you now seek to share it whole school? 7. What does the implementation of change look like under your leadership and how do you ensure that it maintains a work life balance for those you lead? 8. To what extent have you been able to impact upon other people’s performance? Can you give us an example to illustrate this? 9. How might you work with others beyond your faculty to support students to progress? 10. How do you promote positive parental engagement with your subject? 11. What action would you take if you saw a teacher and a student alone in a closed space? 12. What are your next career goals and what will you want from us to help you achieve them? |
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