

# MATHEMATICS

## KS3 CO-ORDINATOR

### Person Specification

	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	MEASURED BY
<b>EDUCATION &amp; QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• A relevant degree</li> <li>• PGCE or equivalent</li> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of relevant CPD and impact on learning outcomes for staff or students</li> <li>• 2:1 or better at degree level</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Ability to teach Maths to Key Stage 4 and ideally KS5</li> <li>• An understanding of what students find hard in your subject and an ability to make difficult concepts accessible</li> <li>• Ability to be an imaginative and innovative teacher</li> <li>• Excellent organisational and communication skills</li> <li>• Ability to liaise effectively with parents, carers and other stakeholders</li> <li>• Ability to prioritise effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the ability to lead subject related enrichment activities and challenges</li> <li>• Evidence of coaching and leadership which has had a positive impact</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Lesson Observation</li> </ul>
<b>EXPERIENCE &amp; KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the professional standards for teachers</li> <li>• An excellent understanding of what constitutes effective assessment</li> <li>• Evidence of using assessment to highlight knowledge gaps and enhance progress and sharing findings with other relevant staff</li> <li>• Knowledge of current curriculum developments and their implications</li> <li>• Having the nous to match the right vehicle to the intended outcome</li> <li>• A thorough understanding of issues relating to Safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• A knowledge of what current research is saying might work in Maths classrooms</li> <li>• Experience of raising standards of learning, teaching and achievement in classrooms other than your own</li> <li>• Knowledge and understanding of sound summative assessment practice and how it could and should impact classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Lesson Observation</li> </ul>
<b>CORE QUALITIES</b>	<ul style="list-style-type: none"> <li>• Courage: to remain constructively discontent with your own levels of mastery</li> <li>• Honesty: to be accountable for your own actions and inactions and learning from your outcomes</li> <li>• Determination: to be insatiably curious and taking joy in reaching your professional goals</li> <li>• Humour: to remain positive and keep things in perspective</li> <li>• Kindness: to collaborate in order to create a culture of professional generosity and to model our values in consistent daily action</li> </ul>	<ul style="list-style-type: none"> <li>• Team player willing to actively participate in an engaged Maths department</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>



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Creating Futures

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