



THE MISBOURNE

PERSONAL SPECIFICATION

Main Scale Teacher

E = Essential

D = Desirable

| Criteria | | E/D |
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| Qualifications | <ul style="list-style-type: none"> Qualified teacher status | E |
| Experience | <ul style="list-style-type: none"> Experience of teaching at Key Stage 3 and Key Stage 4 | E |
| | <ul style="list-style-type: none"> teaching across the whole Secondary age range; | D |
| | <ul style="list-style-type: none"> working in partnership with parents. | D |
| Professional knowledge, abilities and skills | <ul style="list-style-type: none"> Subject expertise | E |
| | <ul style="list-style-type: none"> Establish and maintain high expectations for all students | E |
| | <ul style="list-style-type: none"> the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); | E |
| | <ul style="list-style-type: none"> the monitoring, assessment, recording and reporting of pupils' progress; | E |
| | <ul style="list-style-type: none"> the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; | E |
| | <ul style="list-style-type: none"> the positive links necessary within school and with all its stakeholders; | E |
| | <ul style="list-style-type: none"> effective teaching and learning styles. | E |
| | <ul style="list-style-type: none"> the links between schools, especially partner schools | D |
| | <ul style="list-style-type: none"> promote the school's aims positively, and use effective strategies to monitor motivation and morale | E |
| | <ul style="list-style-type: none"> develop good personal relationships within a team | E |
| | <ul style="list-style-type: none"> ability to plan sequences of lessons with clear objectives and student learning outcomes matched to departmental schemes of work; | E |

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| | <ul style="list-style-type: none"> • ability to successfully deploy a range of pedagogical styles to suit the nature of the course content and the ability and attainments of the students | E |
| | <ul style="list-style-type: none"> • ability to manage the learning environment and student behaviour in a manner which is conducive to productive learning for all students develop strategies for creating community links | E |
| | <ul style="list-style-type: none"> • Ability to structure learning programmes which enable students to take increasing responsibility for their learning and demonstrate independent learning | D |
| People management skills | <ul style="list-style-type: none"> • Good Listener | E |
| | <ul style="list-style-type: none"> • Ability to motivate students | E |
| | <ul style="list-style-type: none"> • Able to work professionally with other stakeholders and external agencies | E |
| | <ul style="list-style-type: none"> • Personal and professional integrity | E |
| | <ul style="list-style-type: none"> • Ability to work accurately under pressure | E |
| | <ul style="list-style-type: none"> • Ability and willingness to adapt quickly to last minute changes or cover arrangements | E |
| | <ul style="list-style-type: none"> • Has attention to detail | E |
| | <ul style="list-style-type: none"> • Able to prioritise | E |
| | <ul style="list-style-type: none"> • Enjoys working with young people | E |
| | <ul style="list-style-type: none"> • Excellent presentation skills | E |
| | <ul style="list-style-type: none"> • Excellent attendance and punctuality | E |
| | <ul style="list-style-type: none"> • Ability to carry out the job description | E |
| | <ul style="list-style-type: none"> • Reflective practitioner with a commitment to research based practice with a continued interest in developments in teaching and learning | E |