**Person Specification for Teacher of Maths**

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| --- | --- | --- | --- | --- | --- |
| **Qualifications:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. Qualified teacher status | ✓ |  | ✓ |  |  |
| 1. Degree or equivalent | ✓ |  | ✓ |  |  |
| 1. A higher Degree |  | ✓ | ✓ |  |  |
| 1. Experience in more than one school (or experience of different school contexts whilst training) |  | ✓ | ✓ |  |  |
| 1. Experience of teaching A Level Maths and/or Further Maths |  | ✓ |  |  |  |
| 1. Evidence of further professional development in subject area | ✓ |  | ✓ |  |  |
| 1. Evidence of other further professional development |  | ✓ | ✓ |  |  |

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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. **Specific evidence of successful classroom teaching** | ✓ |  | ✓ | ✓ | ✓ |
| 1. **A commitment and thorough understanding of how his/her subject specialism should be taught and an understanding of the National Curriculum - content and assessment** | ✓ |  |  | ✓ |  |
| 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. The ability to judge when to make a decision, when to consult and when to defer to a senior member of staff | ✓ |  |  | ✓ | ✓ |
| 1. The ability to promote the ethos, aims and objectives 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. Evidence of working in a range of different school contexts |  | ✓ | ✓ | ✓ |  |

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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 R = Reference