



We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	<ul style="list-style-type: none"> <li>Degree in Science or a related subject</li> <li>Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent</li> <li>Recent and relevant experience of teaching Science at secondary level up to 16.</li> <li>Recent and relevant experience of teaching Science to post-16 students.</li> </ul>	A A A A	E E E D
Knowledge	<ul style="list-style-type: none"> <li>Understands how to ensure effective student learning through challenging, high quality and exciting teaching</li> <li>Understands the potential of student voice and parental engagement</li> <li>Is a competent user of ICT and understands its role in enhancing learning and teaching.</li> <li>Understands the positive role of Performance Management within their own professional development.</li> </ul>	A, I A, I , R A, I A, I	E E E E
Experience	<ul style="list-style-type: none"> <li>Is a 'typically' good classroom practitioner</li> <li>Works effectively with Teaching Assistant/support staff/technicians within the faculty/departement</li> </ul>	I, R I, R	E E
Skills & Abilities	<ul style="list-style-type: none"> <li>Values the contribution that students can make to their own learning.</li> <li>Likes and seeks to understand young people.</li> <li>Shares our belief that Every Child <b><u>Does</u></b> Matter.</li> <li>Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom.</li> <li>Experience of promoting positive behaviour conducive to learning, focused on raising standards</li> <li>A desire to get the best from all students, regardless of ability</li> <li>A record of achieving student progress for all students, including underachieving students.</li> <li>Ability to plan and teach effectively using a variety of strategies.</li> <li>Contributes positively in their role as a group tutor to the pastoral care of students.</li> <li>Is able to assess students' work effectively and within whole school and department guidelines.</li> <li>Is able to set and assess purposeful home learning which extends/reinforces students' learning.</li> <li>Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.</li> </ul>	A, I, R  A, I, R A, I, R A, I, R  A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R	E  E E E  E E E E E E E E

	<ul style="list-style-type: none"> <li>Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times</li> <li>Is able to lead, in a variety of contexts, by example.</li> <li>Is committed to team work at all levels.</li> <li>Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.</li> <li>Understands the importance of meeting deadlines and supporting others (colleagues) to do so.</li> <li>Carries out all professional duties within whole school and department guidelines.</li> <li>Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Foxford.</li> </ul>	<p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> <li>Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.</li> <li>Strives constantly to better themselves as a professional</li> <li>Is able to demonstrate commitment to Trust values</li> </ul>	<p>I, R</p> <p>I, R</p> <p>A, I</p>	<p>E</p> <p>E</p> <p>E</p>
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> <li>Motivation to work with children and young people;</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>Emotional resilience in working with challenging behaviours; and</li> <li>Attitudes to use of authority and maintaining discipline.</li> </ul>	<p>I, R</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offences Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	<p>I, R</p>	<p>E</p>

### References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.