

**HEATHCOTE SCHOOL
PERSON SPECIFICATION
TEACHER**

| JOB REQUIREMENTS | Essential | Desirable | Method of Assessment I/T/A* |
|---|------------------|------------------|------------------------------------|
| Qualifications | | | |
| Qualified Teacher Status | ✓ | | A |
| A degree in a relevant subject | ✓ | | A |
| Relevant in-service training appropriate to the role | ✓ | | A |
| Experience | | | |
| Evidence of strong teaching ability (both in class and remote) and successful impact on pupil progress | ✓ | | A/I/T |
| Teaching a wide range of pupils, including disadvantaged pupils and those who have not reached national standards. and being inclusive and able to differentiate | ✓ | | A/I/T |
| Working with clear guidelines, procedures and adhering to child protection and safeguarding | ✓ | | A/I/T |
| Skills, Knowledge and Understanding | | | |
| The ability to communicate effectively orally and in writing to a range of audiences | ✓ | | A/I/T |
| A real interest and commitment to teaching | ✓ | | A/I/T |
| The ability to participate in discussions in an informed and sensitive manner | ✓ | | I/T |
| The ability to maintain a physical environment that promotes learning | ✓ | | I/T |
| A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning | | ✓ | A/I/T |
| A sound understanding of the processes of school improvement and examples of how you have contributed | ✓ | | A/I |
| Proven administrative and organisational skills | ✓ | | A/I/T |
| A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3, KS4 and KS5 | ✓ | | A/I/T |
| Ability to communicate effectively and appropriately with both staff and pupils, and to be able to prepare reports, profiles and maintain clear comprehensive records | ✓ | | A/I |
| An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom (responsive teaching) | | ✓ | A/I/T |
| The ability of build effective relationships with pupils, parents and colleagues and evidence of impact of this | | ✓ | A/I/T |
| A sound command of data and how to use it to track progress and narrow the gap | | ✓ | A/I/T |
| A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements | ✓ | | A/I/T |
| A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this | ✓ | | A/I/T |
| An understanding of target setting and action plans | ✓ | | A/I |
| An understanding of the principles involved in being a team member | ✓ | | A/I |
| An understanding of pedagogical approaches and the impact on progress and achievement | | | |
| An understanding of the importance of emotional intelligence in managing oneself and others | ✓ | | A/I |
| High quality oral and written skills | | ✓ | A/I/T |
| Personal qualities | | | |
| An ability to maintain professional integrity even when under pressure | ✓ | | A/I |
| Excellent attendance and punctuality | ✓ | | A/I |
| Flexibility | ✓ | | A/I |
| Resilience | ✓ | | A/I/T |
| A genuine commitment to and liking for young people, and high expectations for their progress and welfare | ✓ | | A/I/T |
| A desire for disadvantaged pupils to succeed and achieve their ambitions | ✓ | | A/I/T |
| A willingness to be involved in extra-curricular activities | ✓ | | A/I |
| A good role model to the pupils in all aspects of your professional role | ✓ | | A/I/T |

| | | | |
|--|---|--|-------|
| An ability and desire to work in a high challenge and low threat way | ✓ | | A/I/T |
| Professional behaviour that adheres to expected standards both in and out of school | ✓ | | A/I/T |
| Other Requirements | | | |
| A willingness to be involved in extra-curricular activities | ✓ | | A/I |
| A commitment to on-going personal development and willingness to undertake appropriate training | ✓ | | A/I |
| Appointment to the post is subject to a satisfactory enhanced DBS check | ✓ | | |
| The post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes. | ✓ | | |