



## Person Specification - Teacher

Essential requirements are those, without which, the candidate would not be able to fulfil the responsibilities of the role. It is expected that the post holder will have the knowledge and qualifications indicated or their equivalent.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements

| Professional qualifications  | Essential | Desirable | Evidence                               |
|--|-----------|-----------|--|
| A relevant undergraduate degree  | ✓         |           | Application and documents              |
| Qualified Teacher Status   | ✓         |           |  |
| Post graduate qualification (e.g. M. Ed or Ph. D)  |           | ✓         |  |
| Professional experience  | Essential | Desirable | Evidenced                              |
| Ability to evidence impact of own teaching, learning and outcomes of students, proportionate to career stage.  | ✓         |           | Application<br>Interview<br>References |
| Proven track record as an outstanding, inspirational and motivational teacher with evidence of positive impact on raising the quality of teaching and effective progress and attainment of all students. |           | ✓         |  |
| Evidence of collaboration and building effective partnerships with parents, carers and the wider community to enrich teaching and learning and impact on achievement.                                    |           | ✓         |  |
| Demonstrable evidence of being part of a successful team that has delivered measurable improvement in teaching practice.   |           | ✓         |  |
| The ability to teach a second subject.   |           | ✓         |  |
| Professional knowledge   | Essential | Desirable | Evidenced                              |
| Up to date knowledge of current thinking on curriculum models.   | ✓         |           | Application<br>Interview<br>References |
| Understanding of current pedagogical thinking and theories of learning.  | ✓         |           |  |
| Knowledge of pastoral support systems and structures including that around safeguarding.   | ✓         |           |  |
| Awareness and understanding of the latest research, initiatives and technologies in  | ✓         |           |  |



# Testbourne Community School

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| curriculum, assessment and student development.  |                  |                  | Application      |
| Good understanding of curriculum content and assessment procedures up to GCSE level.   | ✓                |                  | Interview        |
| Good understanding of curriculum content and assessment procedures beyond GCSE level.  |                  | ✓                | References       |
| Excellent understanding of safeguarding procedures and the duty of all professionals to safeguard children.  | ✓                |                  |                  |
| <b>Personal skills</b>   | <b>Essential</b> | <b>Desirable</b> | <b>Evidenced</b> |
| Highly skilled communicator with strong interpersonal and presentation skills in verbal and written media. Able to adapt to diverse audiences that may include Governors, parents and carers, staff, students and the wider community. | ✓                |                  | Interview        |
| Ability to provide clarity of vision, articulate aims and motivate, challenge and direct others as required.   | ✓                |                  |                  |
| High level organisational and administrative skills that are relevant to the successful delivery of the school's educational goals and priorities.   | ✓                |                  |                  |
| Ability to communicate with people appropriately with sensitivity, empathy and compassion.   | ✓                |                  |                  |
| High levels of ICT competence.   | ✓                |                  |                  |
| Skilled and courageous in dealing with challenging situations and resolving them.  | ✓                |                  |                  |
| <b>Personal attributes</b>   | <b>Essential</b> | <b>Desirable</b> | <b>Evidenced</b> |
| Well-developed or developing educational philosophy in keeping with the values, vision, ethos and culture of the school, recognising the needs of students, staff and the community.   | ✓                |                  | Interview        |
| Commitment to excellence in teaching and learning, whilst recognising the importance of work-life balance and managing workload pressures for your own wellbeing.  | ✓                |                  |                  |
| Understanding of the importance and value of engaging with parents, carers and the wider community.  | ✓                |                  |                  |
| Positive mind set with a passion for overcoming barriers.  | ✓                |                  |                  |
| Commitment to equality that raises aspirations for all, enabling the academic, spiritual, moral, social, emotional and cultural development of students.   | ✓                |                  |                  |



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| Strong working ethos with a pro-active, positive, enthusiastic and flexible approach.          | ✓ |  |  |
| Team player willing to support and help others in need.  | ✓ |  |  |
| Passionate about learning about teaching, developing practice and improving as a practitioner. | ✓ |  |  |