**Lead Maths Teacher – Pendlebury Centre**

**PERSON SPECIFICATION**

**QUALIFICATIONS AND TRAINING**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How measured  (application = A, interview = I) |
| Qualified Teacher Status | E |  | A |
| A degree in your specialist subject area | E |  | A |
| Experience relevant to teaching in Maths | E |  | A |
| Further evidence of continuing professional development | E |  | A |

**COMPETENCE SUMMARY (**knowledge, abilities, skills experience)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How measured  (application = A, interview = I) |
| Experience of subject leadership | E |  | A/I |
| Works effectively in a team | E |  | A/I |
| Application of quality first teaching leading to high standards in learning to ensure all pupils make progress | E |  | A/I |
| Use data to focus and target pupil progress | E |  | A/I |
| Understanding of safeguarding in a secondary school, knowing what constitutes appropriate and successful relationship with students | E |  | A/I |
| Excellent classroom management and high standards of classroom organization | E |  | A/I |
| The ability to use Assessment effectively to inform learning and teaching | E |  | A/I |
| Ability and experience of developing an inclusive classroom with high standards of achievement for all learners | E |  | A/I |
| Excellent interpersonal/communication skills | E |  | A/I |
| Experience of working with and engaging parents and carers | E |  | A/I |
| Good knowledge of underling principles of learning and pastoral care | E |  | A/I |
| Experience of developing activities from student’s own interests |  | D | A/I |

**SPECIFIC KNOWLEDGE, UNDERSTANDING AND SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How measured  (application = A,  Interview = I) |
| Ability to teach and lead the whole ability range from 11-16 | E |  | A/I |
| Successful in applying the principles of assessment for learning in the classroom to raise attainment | E |  | A/I |
| A positive approach to promote behaviour for learning | E |  | A/I |
| Confident and competent user of ICT to enhance learning | E |  | A/I |
| Creative approach to learning and teaching to engage and further student’s interests | E |  | A/I |

**CURRICULUM**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How measured  (application = A, interview = I) |
| Commitment to inspire curiosity thinking skills and independence | E |  | I |
| Planning and implementation of cross curricular learning and teaching, especially the application of reading, writing and maths across the curriculum | E |  | I |
| Seeks innovative approaches to learning and teaching | E |  | I |
| Understanding of how the curriculum supports the ethos and values of the centre | E |  | I |

**PROFESSIONAL VALUES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How measured  (application = A, interview = I) |
| High expectations and aspirations for all children | E |  | I |
| The ability to use a variety of teaching strategies to engage all learners | E |  | I |
| Commitment to an enriched curriculum through learning and teaching from first hand, practical learning experiences | E |  | I |
| Commitment to the welfare and safeguarding of all students | E |  | I |
| Willingness to support the ethos and vision of the all through centre | e |  | i |

**QUALITIES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | How measured  (application = A, interview = I) |
| Display warmth, care and sensitivity in dealing with students | E |  | I |
| Has a professional and respectful approach, with excellent communication and interpersonal skills | E |  | I |
| Self-evaluate, reflective and adaptable to changing circumstances and new ideas | E |  | I |
| Ability to enthuse, inspire and motivate | E |  |  |
| Willingness to be involved in the wider life of the centre | E |  | I |
| The ability to demonstrate resilience and to manage difficult situations | E |  | I |
| Good time management and the ability to multi task. | E |  | I |

|  |
| --- |
| There is an expectation that all staff read, understand and comply with the policies and procedures set out within the centre’s intranet and any statutory requirements.  CPD opportunities will be provided and where these are appropriate to the role and will be in line with annual appraisal targets. It is expected that all employees at The Pendlebury Centre take responsibility for their Continuous Professional Development.  All The Pendlebury Centre staff are expected to adhere to our policies and procedures in respect of safeguarding and child protection, including Keeping Children Safe in Education and Guidance for adults working with children and young people in an education setting. |