



## **TEACHER OF MATHEMATICS: PERSON SPECIFICATION**

**The Westleigh School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for subject leaders in this core subject. Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implications to our school.

### **Professional Knowledge, Qualifications and Abilities**

| <b>Knowledge of :</b>  | <b>Essential</b> | <b>Desirable</b> | <b>Source<br/>A-Application<br/>I- Interview<br/>R- Reference</b> |
|--|------------------|------------------|---|
| Strategic planning processes   |                  | √                | I R   |
| Current curriculum, teaching, learning and assessment issues   | √                |                  |   |
| Strategies for raising achievement and achieving excellence  | √                |                  | A I R   |
| Principles of effective teaching and assessment for learning   | √                |                  | I R   |
| Strategies for ensuring inclusion, diversity and access  |                  | √                | I   |
| Self evaluation strategies   | √                |                  | A I R   |
| The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance | √                |                  | A I R   |
| The work of other agencies and opportunities for collaboration   |                  | √                | A R   |
| Strategies which encourage parents and carers to support their children's learning   |                  | √                | I   |
| <b>Training and Qualifications</b>   |                  |                  |   |
| Relevant teaching qualification.   | √                |                  | A   |
| Degree.  | √                |                  | A   |
| Proven success as 'classroom' practitioner. To be a committed, enthusiastic, active person.  | √                |                  | A   |
| Knowledge of national literacy and numeracy strategies.  |                  | √                | A I   |
| Knowledge of foundation learning and functional skills developments.   |                  | √                | A I   |
| Ability to challenge gifted pupils in Maths.   |                  | √                | A I   |
| Recent participation in a range of in-service training.  |                  | √                | A   |
| <b>Experience of successful teaching, leadership and management</b>  |                  |                  |   |
| The ability to consistently teach lessons that are at least Good.  | √                |                  | R   |
| Success as a member of a team.   | √                |                  | A I   |
| Experience of successful teaching across the age and ability range of KS3/KS4.   | √                |                  | A I R   |
| Use of ICT.  | √                |                  | A I   |
| Proven track record of excellent pupil progress and achievement at examination level.  |                  | √                | A I R   |

**Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post.**

| <b><u>Personal Qualities and Abilities</u></b>  | <b>Essential</b> | <b>Desirable</b> | <b>Source<br/>A-Application<br/>I- Interview<br/>R- Reference</b> |
|---|------------------|------------------|---|
| Model the values and vision of the school.  | √                |                  | A R   |
| Demonstrate the personal enthusiasm for and commitment to the learning process.   | √                |                  | A I   |
| Demonstrate the principles and practice of effective teaching and learning (outstanding classroom practitioner).                                      | √                |                  | I R   |
| Access, analyse and interpret information.  | √                |                  | I R   |
| Acknowledge excellence and challenge poor performance.  | √                |                  | I R   |
| Foster an open, fair, equitable culture and manage conflict.  | √                |                  | I R   |
| Develop, empower and sustain individuals and teams.   | √                |                  | A I R   |
| Inspire, challenge, influence and motivate others to attain high goals.   | √                |                  | I R   |
| A positive attitude to broad aspects of school life and contributions to new initiatives and developments. A highly responsive approach to inclusion. | √                |                  | A I R   |
| High standards and expectations for all students developing self-esteem and positive attitude in pupils.  | √                |                  | I   |
| Give and receive effective feedback and act to improve personal performance.  | √                |                  | I R   |
| Accept support from others including colleagues, governors, and the Academy Trust.  | √                |                  | I   |
| Ambitious, dedicated and keen to undertake relevant continued professional development.   | √                |                  | A R   |
| Energetic, charismatic and dynamic.   | √                |                  | R I   |
| Sense of humour.  | √                |                  | R I   |
| The ability to form good relationships and channels of communications with parents.   | √                |                  | I   |
| Prioritise, plan and organise themselves and others. Ability to multi-task and determine priorities.  | √                |                  | A R   |
| To work independently with initiative and as part of a team.  | √                |                  | A R I   |
| Think creatively to anticipate and solve problems.  | √                |                  | I R   |
| The ability to provide advice and support to colleagues on appropriate resources and strategies for SEN pupils.                                       | √                |                  | A I   |
| Ability and commitment to continued improvement of others, coaching and mentoring colleagues effectively.   | √                |                  | A R   |
| A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy.                                     | √                |                  |   |

| <b><u>Strengthening the Community</u></b>  |   |   |       |
|--|---|---|-------|
| Support and seek to develop the distinctive ethos of the school.   |   | √ | I R   |
| Collaborate and network with other schools.  | √ |   | A I R |
| Recognise and take account of the richness and diversity of the school's communities.  | √ |   | I     |
| Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils. | √ |   | A I R |

| <b><u>Other Requirements</u></b>   | <b>Essential</b> | <b>Desirable</b> | <b>Source<br/>A-Application<br/>I- Interview<br/>R- Reference</b> |
|--|------------------|------------------|---|
| Application forms should be completed in full.   | √                |                  |   |
| Personal Statement should be clear and concise.  | √                |                  |   |
| Personal Statement should address the criteria identified in the person specification. | √                |                  |   |
| Professional appearance and demeanour. Excellent role model.                           | √                |                  |   |

| <b><u>Confidential References and Reports</u></b>   |   |  |  |
|---|---|--|--|
| Written reference(s) only will be considered.   | √ |  |  |
| References will confirm professional and personal knowledge, skills and abilities as referred to above. | √ |  |  |
| Positive recommendation from current employer.  | √ |  |  |

The Shaw Education Academy Trust are committed to safeguarding and promoting the welfare of children. This post is subject to Enhanced Disclosure procedures.