**Person specification**

**Teacher – Main Professional Grade**

**The Trinity School**

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| **Category/item** | **Essential** | **Desirable** |
| Willing to support the Catholic tradition and spiritual ethos of the academy | X |  |
| Willing and able to contribute to and share in the corporate life of the academy | X |  |
| **Professional values and practice** | | |
| Is aware of the responsibilities of a teacher | X |  |
| Have high expectations of all students and a commitment to raising their educational achievement | X |  |
| Treats students consistently, with concern for development | X |  |
| Demonstrates and promotes positive values, attitudes and behaviour | X |  |
| Understands the contribution of support staff and other professionals | X |  |
| Promotes equal opportunities | X |  |
| Is committed to Continuing Professional Development | X |  |
| **Knowledge and understanding** | | |
| Has secure knowledge and understanding of own subject | X |  |
| Knows and understands relevant National Curriculum Programmes of Study | X |  |
| Is aware of pathways for progression through school, college and work-based settings | X |  |
| Is aware of the requirements for Key Stage 3, 4 and 5 and Further/Higher education | X |  |
| Effectively uses ICT for teaching and to support a wider professional role | X |  |
| Understands the responsibilities under the SEN Code of Practice | X |  |
| Knows a range of strategies to promote good behaviour and a purposeful learning environment | X |  |
| **Teaching** | | |
| Sets challenging teaching and learning objectives relevant to all students in their classes | X |  |
| Uses these objectives to plan lessons and sequences of lessons showing how they will assess | X |  |
| Takes account of and supports students’ varying needs | X |  |
| Selects and prepares resources and plans for their organisation | X |  |
| Takes part in and contributes to teaching teams | X |  |
| Organises and manages teaching and learning time effectively | X |  |
| Organises and manages physical space, tools, materials, texts, resources safely and effectively | X |  |
| Uses a range of monitoring and assessment strategies and uses this information to improve own planning and teaching | X |  |
| Identifies and supports the more able, those failing to achieve potential and those with behavioural, emotional and social difficulties | X |  |
| With help, identifies levels of attainment and supports EAL students | X |  |
| Records progress and achievements systematically | X |  |
| Uses records as the basis for reporting orally and in writing for parents, carers, other professionals and students | X |  |
| Establishes a purposeful learning environment where diversity is valued and where students feel secure and confident | X |  |
| Teaches clearly structured lessons which interest and motivate and promote active and independent learning | X |  |
| Differentiates to meet students’ needs, including more able, Pupil Premium and those with SEND | X |  |
| Takes account of different interests, experiences, achievements of boys and girls, and students from different cultural and ethnic groups | X |  |
| **Other** | | |
| Willingness to support Residential Retreats/visits abroad |  | X |
| Willingness to organise and support extra-curricular activities |  | X |
| **Application** | | |
| Clear and coherent completion of application form | X |  |
| Supporting statement which addresses the job description and application requirements | X |  |
| Effective verbal communication skills | X |  |
| Supportive references | X |  |