

## VALLEY PARK SCHOOL

### PERSON SPECIFICATION

#### Teacher of DT

AREA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A good honours degree in DT or related humanities subject.</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further study in DT or related subject</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching DT in a school setting to GCSE/BTEC level 2 or A-Level/BTEC Level 3.</li> <li>• Experience of teaching Food Technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of curriculum leadership and design in a secondary school setting.</li> <li>• Evidence of Outstanding progress of students within own teaching groups.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A good up to date working knowledge and understanding of a range of pedagogical and behaviour management strategies.</li> <li>• An understanding of the National Curriculum for KS3 and KS4.</li> <li>• An understanding of how RSE, personal development, literacy, numeracy and ICT can be used to support teaching.</li> <li>• An understanding of how to personalise provision to meet the learning needs of the full range of students.</li> <li>• An awareness of current legal requirements regarding the safeguarding of children.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to plan and teach challenging and well organised lessons.</li> <li>• Be able to support colleagues in delivering challenging material.</li> <li>• Be able to use a range of teaching strategies and resources.</li> <li>• Be able to provide opportunities for students to develop literacy, numeracy, and ICT skills.</li> <li>• An ability to provide constructive feedback to students and colleagues on how to improve their practice.</li> <li>• The ability to implement a clear framework for classroom discipline and to support others to do so when working with challenging material.</li> <li>• The desire to work as a team member.</li> <li>• Be able to work with a high degree of independence and autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• Success in mentoring colleagues.</li> <li>• Experience in leading a team or Key Stage.</li> </ul>
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• High expectations of students and colleagues and a commitment to ensure they can achieve their full potential.</li> </ul>	

	<ul style="list-style-type: none"><li>• Positive values and attributes and high standards of professional behaviour.</li><li>• Up to date knowledge and understanding of the professional duties of teachers.</li><li>• The ability to communicate effectively with children, young people colleagues, parents and carers.</li><li>• A commitment to improving practice through appropriate professional development.</li><li>• The desire to act upon advice and feedback and be open to coaching and mentoring.</li></ul>	
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In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to use of authority and maintaining discipline.