

BROOMHILL BANK SCHOOL

PERSON SPECIFICATION – MATHS TEACHER (SECOND IN CHARGE)

CRITERIA		ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
SECTION 1: EDUCATION AND TRAINING				
1.1	Degree	✓		
1.2	Good honours degree		✓	
1.3	Qualified Teacher Status	✓		
1.4	Maths subject specialist teaching to at least GCSE level	✓		
1.5	Maths subject specialist teaching to Advanced level		✓	
1.6	Evidence of continuing professional development	✓		
1.7	Holder of a training portfolio of recent CPD relevant to work with children with communication and interaction difficulties		✓	
1.8	A commitment to continued personal and professional development of self and others.	✓		
1.9	In receipt of recent behaviour management training through a BILD accredited programme.		✓	
SECTION 2: ACCOUNTABILITY				
2.1	Able to facilitate consistently outstanding outcomes for learners in Maths and Numeracy.	✓		
2.2	A strong commitment to the use of progress monitoring to inform effective planning	✓		
2.3	Able to establish work priorities both personal and organisational.	✓		
2.4	Able to effectively communicate and move forward school initiatives to other professionals and stakeholders.		✓	
SECTION 3: KNOWLEDGE AND EXPERIENCE				
3.1	An excellent facilitator of learning who has achieved excellent outcomes for their students and has a sound understanding of how young people learn.	✓		
3.2	A consistently good or outstanding Maths teacher.	✓		
3.3	Proven success in teaching Maths to GCSE level, as evidenced in student outcomes.	✓		

3.4	Proven success teaching and managing children with SEND in mainstream and/or specialist settings.	✓		
3.5	A detailed knowledge of the National Curriculum and experience in, planning, delivery and assessment.	✓		
3.6	Proven success managing student assessment, attainment and accreditation and reporting outcomes to a range of audiences.		✓	
3.7	Able to use data-tracking systems effectively and pragmatically to inform teaching for learning, and to maximise learning outcomes in Maths and Numeracy across school.	✓		
3.8	Up-to-date knowledge of current educational initiatives, reports and reform.		✓	
3.9	Knowledge and experience of procedures to safeguard the welfare of all children and vulnerable adults.	✓		
3.10	Knowledge and application of appropriate professional boundaries for school staff.	✓		
3.11	Knowledge and experience of how to adapt teaching approaches for students with communication and interaction difficulties including the effective use of a range of core and targeted C&I support strategies. Knowledge & experience of working with Dyscalculia.		✓	
3.12	Experience of working productively and harmoniously with other staff/staff teams, parents and stakeholders.	✓		
3.13	Up to date experience of OfSTED inspection criteria and processes.		✓	
SECTION 4: SKILLS AND ABILITIES				
4.1	An ability to work cooperatively within and across staff teams, towards a shared vision for school improvement, and a creative approach towards problem-solving.	✓		
4.2	Ability to provide an excellent role model for students, to empathise with them and inspire in them a commitment to learning.	✓		
4.3	An ability to build good home-school relations with the skill to resolve situations arising between home and school in a firm but positive manner when necessary.	✓		
4.4	Ability to present the school in a positive way and work collaboratively with a range of audiences and professionals.	✓		
4.5	An ability to develop a range of leadership styles and behaviours.	✓		
4.6	An ability to inspire and develop colleagues.	✓		
4.6	Ability to plan and prioritise tasks, and work to agreed deadlines.	✓		
4.7	Ability to assimilate, analyse and interpret key documents and information to inform planning and implement initiatives.	✓		

4.8	Good organisational skills.	✓		
4.9	Competent ICT skills for teaching and educational administration.	✓		
4.10	Holder of a valid manual driving licence and willingness to undertake a minibus driving test.		✓	
SECTION 5: PERSONAL ATTRIBUTES				
5.1	Honesty and integrity.	✓		
5.2	Flexibility, and able to adapt to changing circumstances and new ideas.	✓		
5.3	Empathy, humility and humour.	✓		
5.4	A liking and genuine respect for young people who can sometimes be challenging.	✓		
5.5	Values and has respect for all members of the school community including students, other staff, parents and governors.	✓		
5.6	Highly developed social and emotional intelligence.	✓		
5.7	Ability to foster a culture of respect and openness.	✓		
5.8	Interests outside school.	✓		
5.9	Commitment to establishing a healthy work/life balance.	✓		
5.10	Commitment to professional development as a lifelong learner, and to the development of others.	✓		
5.11	Physical and emotional fitness to work and resilience.	✓		
5.12	Ability to partake in positive handling interventions when required and/or willingness to acquire the necessary qualifications to do so.	✓		
SECTION 6: EQUAL OPPORTUNITIES				
6.1	Commitment towards the principles set out within the School's Equality Plan.	✓		
6.2	An understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards equal opportunities and reducing this.	✓		

The governors are committed to safeguarding and promoting the welfare of children and the successful candidate will therefore be subject to an Enhanced Check with the Disclosure Barring Service.

Broomhill Bank School recognises diversity and welcomes applications from anyone with relevant qualifications and knowledge.