****

**ROWHILL SCHOOL**

**PERSON SPECIFICATION – MATHS TEACHER/TUTOR**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **SECTION 1: EDUCATION AND TRAINING** |
| 1.1 | Degree | 🗸 |  |
| 1.2 | Qualified Teacher Status | 🗸 |  |
| 1.3 | Maths subject specialist to at least GSCE level | 🗸 |  |
| 1.4 | A commitment to continued personal and professional development of self and others | 🗸 |  |
| **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 data tracking and other monitoring systems to inform effective planning and whole school improvement | 🗸 |  |
| 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 | Sound in the knowledge and application of appropriate professional boundaries for school staff | 🗸 |  |
| 3.11 | Experience of successfully operating systems and strategies for promoting high standards in classroom discipline, management and organisation, based on mutual respect |  |  |
| 3.12 | Experience of working productively and harmoniously with other staff/staff teams, parents and stakeholders | 🗸 |  |
| 3.13 | Knowledge of the key principles and areas within the current Teachers’ Standards in England document | 🗸 |  |
| 3.14 | Experience in teaching cross curricular and extra-curricular aspects of Maths |  | 🗸 |
| **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 | Ability to plan and prioritise tasks and work to agreed deadlines | 🗸 |  |
| 4.6 | Ability to assimilate, analyse and interpret key documents and information to inform planning and implement initiatives | 🗸 |  |
| 4.7 | Good organisational skills | 🗸 |  |
| 4.8 | Competent ICT skills for teaching and educational administration | 🗸 |  |
| **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 | 🗸 |  |
| **SECTION 6: EQUAL OPPORTUNITIES** |
| 6.1 | 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.***

***Rowhill School recognises diversity and welcomes applications from anyone with relevant qualifications and knowledge***.