

**BROOMHILL BANK SCHOOL**

**PERSONAL SPECIFICATION – SCIENCE TEACHER**

CRITERIA		ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
<b>SECTION 1: EDUCATION AND TRAINING</b>				
1.1	Degree	✓		
1.2	Good honours degree		✓	
1.3	Qualified Teacher Status	✓		
1.4	Subject specialist teaching to at least GCSE level	✓		
1.5	Subject specialist teaching to Advanced level		✓	
1.6	Evidence of continuing professional development	✓		
1.7	Evidence of further relevant professional study relating to education, SEN (Advanced Diploma, Masters, NPQH etc)		✓	
1.8	Holder of a training portfolio of recent CPD relevant to work with children with communication and interaction difficulties		✓	
1.9	A commitment to continued personal and professional development of self and others	✓		
1.10	In receipt of recent behaviour management training through a BILD accredited programme		✓	
<b>SECTION 2: LEADERSHIP AND MANAGEMENT</b>				
2.1	Able to promote consistently outstanding outcomes for learners	✓		
2.2	A strong commitment to supporting the Head of the Science Department and working collaboratively to achieve identified departmental targets	✓		
2.3	Able to motivate, inspire and lead other teachers and support staff to become outstanding practitioners.	✓		
2.4	Able to promote optimism, wellbeing and high levels of motivation and performance from staff.	✓		
2.5	Able to observe lessons and monitor practice objectively and accurately, and provide quality feedback on strengths and areas for development	✓		
2.6	Able to give enthusiastic and clear leadership of strategies to support the learning of students with Communication and Interaction difficulties.		✓	
2.7	Able to establish work priorities both personal and organisational	✓		
2.8	Able to recognise address and advise on matters relating to the pastoral development and well-being of students	✓		

2.9	Able to collaborate effectively with other practitioners, both within Broomhill Bank and across other schools and settings to achieve the best standards in learning and wellbeing for students.	✓		
<b>SECTION 3: KNOWLEDGE AND EXPERIENCE</b>				
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 teacher	✓		
3.3	Proven success in teaching 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 managing its development, 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 collate, analyse and use data effectively and formatively, with a view to informing teaching for learning, and maintaining high standards in attainment and progress across school.	✓		
3.8	Sound knowledge, experience and understanding of School Management Information Systems and methods and systems of data tracking and analysis	✓		
3.9	Up-to-date knowledge of current educational policy		✓	
3.10	Knowledge of and involvement with Teacher Appraisal		✓	
3.10	Knowledge and experience of procedures to safeguard the welfare of all children and vulnerable adults.	✓		
3.11	Sound in the knowledge and application of appropriate professional boundaries for school staff	✓		
3.12	Experience of successfully operating systems and strategies for promoting high standards in classroom discipline, control and organisation, based on mutual respect.	✓		
3.13	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.		✓	
3.14	Experience of working productively and harmoniously with other staff/staff teams, parents and stakeholders	✓		
3.15	Up to date experience of Ofsted inspection criteria and processes		✓	
3.16	Knowledge of the key principles and areas within the Teachers' Standards in England document.	✓		

**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	Sound organisational skills to plan, co-ordinate and administer student exams and other forms of accreditation, in conjunction with staff and examination boards' regulations.	✓		
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.	✓		
4.4	An ability to develop a range of leadership styles and behaviours.	✓		
4.5	Ability to present the school in a positive way and work collaboratively with a range of audiences and professionals.	✓		
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	A good work attendance record and strong emotional resilience.	✓		
<b>SECTION 6 : EQUAL OPPORTUNITIES</b>				
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.*