

# BROOMHILL BANK SCHOOL

## PERSONAL SPECIFICATION – SCIENCE TEACHER

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	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		✓	
SECTION 2: LEADERSHIP AND MANAGEMENT				
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.	✓		
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 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.	✓		
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.	✓		

*Broomhill Bank School is committed to safeguarding and promoting the welfare of children and young people. Posts are subject to Enhanced Disclosure applications to the Disclosure and Barring Service (DBS), verification of candidates' right to work in the UK and other pre-employment checks as outlined in Keeping Children Safe in Education (2023). Shortlisted candidates will be subject to online searches as part of our recruitment process. We value diversity and promote equality for all*