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| Glebe School: Modern Foreign Languages Teacher Specialist Learning Trust**Person Specification – February 2021** |

| **CRITERIA** | Essential/Desirable |  | Assessed by:Application Form/Supporting statement /Interview  |
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| **EDUCATION AND QUALIFICATIONS** |
| 1.  | A good Bachelor’s degree (with honours) or PGCE  | **√** |  |  | **√** |  |  |
| 2. | Qualified Teacher Status (QTS or QTLS) | **√** |  |  | **√** |  |  |
| 3. | Evidence of recent and relevant training and development  | **√** |  |  | **√** |  |  |
| 4. | Record of continuous professional development |  | **√** |  | **√** |  |  |
| **PROFESSIONAL KNOWLEDGE, EXPERIENCE, SKILLS AND ABILITIES** |
| 5. | Evidence of high expectations which inspire, motivate and challenge every student | **√** |  |  |  | **√** | **√** |
| 6. | Evidence of excellent teaching resulting in outstanding student outcomes | **√** |  |  |  | **√** | **√** |
| 7. | Consistently plan and deliver well-structured lessons that enable all learners to make good progress | **√** |  |  |  | **√** | **√** |
| 8. | Demonstration of in-depth subject and curriculum knowledge | **√** |  |  |  | **√** | **√** |
| 9. | In-depth knowledge and understanding of SEND and wider educational agenda including current national policies and educational issues  | **√** |  |  |  | **√** | **√** |
| 10. | Ability to teach all aspects of MFL across a range of abilities | **√** |  |  |  | **√** | **√** |
| 11. | Experience of teaching across a range of Key Stages (KS3 & KS4) | **√** |  |  | **√** | **√** | **√** |
| 12. | Experience of teaching at Key Stage 2 |  | **√** |  | **√** | **√** | **√** |
| 13. | Knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures | **√** |  |  |  | **√** | **√** |
| 14.  | Knowledge and understanding of Health & Safety legislation and how it applies to the role of teacher | **√** |  |  |  | **√** | **√** |
| 15. | Confident in the use of ICT to support learning | **√** |  |  |  | **√** | **√** |
| 16. | Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing | **√** |  |  |  | **√** | **√** |
| 17. | Ability to form excellent working relationships with staff, students, parents and external partners | **√** |  |  |  | **√** | **√** |
| 18. | A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the curriculum  | **√** |  |  |  | **√** | **√** |
| 19. | Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the School’s vision  | **√** |  |  |  | **√** | **√** |
| 20. | Be a visible high-profile role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and wider community | **√** |  |  |  |  | **√** |
| 21. | Willingness to be involved in the wider life of the school community | **√** |  |  |  | **√** | **√** |
| 22. | Demonstrate the importance of a work life balance | **√** |  |  |  | **√** | **√** |
| **STUDENT PROGRESS AND DEVELOPMENT** |
| 23. | A passion for outstanding teaching coupled with the ability to lead and motivate colleagues to improve classroom effectiveness and raise achievement  | **√** |  |  |  | **√** | **√** |
| 24. | Successful experience of positive behaviour management and developing a safe, student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding | **√** |  |  |  | **√** | **√** |
| 25. | Successful experience of curriculum development for students with SEND along with an understanding of the issues associated with choice and flexibility needed to meet the personalised agenda from Y7 through to the Sixth form | **√** |  |  |  | **√** | **√** |
| 26. | Knowledge and understanding of the varying needs and abilities of students with SEND, particularly those on the Autistic Spectrum | **√** |  |  |  | **√** | **√** |
| 27. | A passion and commitment to providing a holistic approach to student development | **√** |  |  |  | **√** | **√** |
| 28. | Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of students | **√** |  |  |  | **√** | **√** |
| 29. | Evidence of achieving a safe, secure and healthy school environment | **√** |  |  |  | **√** | **√** |