



Personnel Specification: Teacher of Science (Chemistry or Physics specialism preferred)

Key: A = assessed at application I = assessed at interview T = assessed through selection processes

Requirement	Attributes and how demonstrated	
<p>Developing Self and Working with Others - Qualifications and Training To be collaborative in approach when working in a range of contexts and groups. The breadth of involvement includes our pupils, staff, governors, parents/carers and members of the community. Our aim is to build a professional learning environment that enables others to achieve. In addition there has to be a clear willingness to learn from others.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Degree and Qualified Teacher Status. (A) • Evidence of continuing professional development and a willingness for further development as appropriate. (A, I) • Consistent achievement of good or outstanding grades for teaching. (A) • Treat people fairly, equitably and with dignity to create and maintain a positive Subject/Faculty culture. (I) • Clear understanding of the requirements of the curriculum in Physics/Chemistry.(A, I) • Demonstrate excellent working relationships. (I) • Able to balance work and personal life; is considerate of the well being of others. (A,I) • Willingness to undertake training appropriate to the requirements of the post. (A,I) 	<p>Desirable</p> <ul style="list-style-type: none"> • Other relevant professional qualifications. (A) • An understanding of target setting. (I,T) • A willingness to continue further development as appropriate. (I,T)
<p>Shaping the Future - Experience It is critical to have the skill and ability necessary to work with a range of teams when contributing to the development of a shared, strategic vision and Faculty Development Plan which inspires and motivates pupils, staff and other members of the school community; leading to increased levels of attainment, achievement and progress.</p>	<p>Essential</p> <ul style="list-style-type: none"> • Experience of teaching Physics/Chemistry across the age and ability range of a secondary school. (A) ▪ Ability to communicate effectively with pupils, staff and parents. (I/T) ▪ Ability to perform tasks that require attention to detail. (A,T) • Knowledge of the use of student performance data to inform planning and target setting. (I,T) 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience / involvement of A level teaching to examination. (A,I)
<p>Special Knowledge - Learning and Teaching To make significant contribution to the provision of effective learning and teaching. The Teacher of Science should have high expectations and be able to inspire our pupils to become effective, enthusiastic, independent learners who</p>	<p>Essential</p> <ul style="list-style-type: none"> • Knowledge of the curriculum at all key stages and understanding of the implications of the Education Act 2011. (A, I) • Awareness of target setting, monitoring and relevant assessment procedures. (A, I) • Ability to relate to pupils and to evaluate and enhance pupils' achievement in its widest sense. (A, I) • The ability to use different teaching approaches in response to pupils' 	<p>Desirable</p> <ul style="list-style-type: none"> • An understanding of successful strategies for raising achievement. (I,T)



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achieve their full potential.	learning needs; including innovative approaches to enrich the pupil experience. (A, I) <ul style="list-style-type: none"> Ability to use IT and identify and develop the use of software in Science. (A,I) 	
Practical and Intellectual Skills To make a contribution to the effective organisation of the Faculty and to ways of improving organisational structures and functions. To fully support the Faculty and/or Subject Leader to ensure that organisation and management provide an efficient, effective and safe learning environment.	Essential <ul style="list-style-type: none"> Excellent organisational and record-keeping skills. (A) Good time management. (A, I) Sense of humour with a calm and confident manner. (A, I) Make a significant contribution to promote good behaviour and a positive school ethos. (I) Experience of performing tasks with great attention to detail. (A, I, T) Ability to communicate effectively and achieve shared understanding. (A, I, T) A commitment to working with others as a team. (I,T) Flexible and sensitive in dealing with pupils and staff. (I,T) Positive attitude to all aspects of school life. (I,T) Ability to motivate and inspire pupils. (I,T) Setting high standards and having high expectations of pupils and other teachers. (I,T) Articulate both orally and in written work. (A,T) 	Desirable <ul style="list-style-type: none"> Willingness to be involved in extra-curricular activities, eg visits abroad, sports teams/ music/homework clubs. (I) Willingness to take on a future leadership role. (I)

Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.