

## WESTCLIFF HIGH SCHOOL FOR GIRLS

### Person Specification : TEACHER

Westcliff High School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced Disclosure via the CRB which meets the requirements of the school.

<b>ASPECT</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>▪ Qualified teacher.</li> <li>▪ Degree in relevant subject area.</li> <li>▪ Appropriate recent INSET.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher Degree</li> <li>▪ Evidence of relevant post-graduate training (eg M Ed, SEN accreditation, etc).</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>▪ Evidence of successful teaching experience at Key Stage 3 and/or 4.</li> <li>▪ Experience of effectively using ICT in the classroom to support teaching and learning.</li> <li>▪ Evidence of successfully using a range of effective teaching and learning styles.</li> <li>▪ Excellent classroom management skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience in at least two schools.</li> <li>▪ Evidence of active involvement in SEN/G&amp;T or other school-wide provision/initiative.</li> <li>▪ Evidence of successful teaching at A level.</li> <li>▪ Evidence of raising student achievement.</li> <li>▪ Evidence of involvement in developing and supporting colleagues through coaching, mentoring, etc.</li> <li>▪ Evidence of organising/leading school trips/visits.</li> </ul>
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>▪ Factors supporting school improvement and the creation of a culture of achievement and excellence.</li> <li>▪ Knowledge of recent developments in subject.</li> <li>▪ Ability to use target setting.</li> <li>▪ Thorough knowledge of whole school policies and procedures.</li> <li>▪ Knowledge of current trends in national issues in education, including curriculum reform, social inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have overall understanding of National Curriculum and recent developments affecting secondary education.</li> <li>▪ Active involvement in curriculum initiatives.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Outstanding classroom practitioner.</li> <li>▪ Excellent communication skills.</li> <li>▪ Excellent motivator.</li> <li>▪ Good ICT skills.</li> <li>▪ Constructively self-critical.</li> <li>▪ Ability to make strong, resilient relationships with young people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Counselling skills</li> </ul>
<b>Abilities</b>	<ul style="list-style-type: none"> <li>▪ Ability to demonstrate knowledge of a range of effective strategies to meet the challenges of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Willingness to offer after-school</li> </ul>

	<p>teaching in the modern classroom:</p> <ul style="list-style-type: none"> <li>o Understanding of teaching and learning.</li> <li>o Classroom management and organisation.</li> </ul> <ul style="list-style-type: none"> <li>▪ An understanding of assessment, recording and reporting process and procedures.</li> <li>▪ An understanding of and ability to demonstrate a commitment to equality of opportunity for all pupils.</li> <li>▪ Excellent presentation skills and a high level of written, oral and communication skills.</li> <li>▪ Energy and enthusiasm for the education of young people.</li> <li>▪ Ability to work effectively as part of a team, relating well to colleagues, pupils and parents.</li> <li>▪ Good subject knowledge.</li> <li>▪ Ability to develop and sustain successful relationships with students.</li> <li>▪ Ability to communicate effectively with parents.</li> <li>▪ Ability to recognise individual learning needs and ensure adequate curriculum provision.</li> <li>▪ Commitment to raising the achievement of all students of all ages and abilities.</li> <li>▪ Evidence of effectively using assessment data to inform teaching and learning.</li> <li>▪ Evidence of consistent and constructive marking procedures.</li> </ul>	<p>club/activity.</p> <ul style="list-style-type: none"> <li>▪ Interest in developing SEN/G&amp;T provision.</li> <li>▪ Evidence of involvement in pastoral care and proven ability as a Form Tutor.</li> </ul>
<b>Interpersonal and Communication Skills</b>	<ul style="list-style-type: none"> <li>▪ Ability to develop and sustain successful relationships with colleagues at all levels.</li> <li>▪ Ability to work effectively as part of a team.</li> <li>▪ Ability to follow own initiatives through to completion.</li> <li>▪ Excellent organisational skills, ability to work under pressure and meet deadlines.</li> <li>▪ Ability to plan, monitor, evaluate and review.</li> <li>▪ Enthusiasm, energy, resourcefulness, creativity.</li> <li>▪ Communicate clearly and concisely both verbally and in writing, with all customers (students, parents, colleagues, external contacts, etc).</li> <li>▪ Ability to write clear and informed reports.</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Show an understanding and commitment to continuous professional development.</li> <li>▪ Evidence of participating in relevant CPD provided by the employer.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of participation in teacher-initiated CPD</li> </ul>
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>▪ Energetic and optimistic.</li> <li>▪ Positive and enthusiastic.</li> <li>▪ Ability to solve problems.</li> <li>▪ Creative, imaginative and resourceful.</li> <li>▪ Achievement driven.</li> <li>▪ Passionate conviction and a clear personal philosophy which supports the ethos of the school.</li> <li>▪ Commitment to professional development in self and others.</li> <li>▪ Robust, resilient.</li> <li>▪ Integrity and loyalty.</li> <li>▪ Sense of humour.</li> </ul>	
<b>Other:</b>	<ul style="list-style-type: none"> <li>▪ Excellent attendance record.</li> <li>▪ Excellent ambassador for the school.</li> </ul>	