

Glebe School

An ambitious, inspirational trust, providing outstanding learning and support

PERSON SPECIFICATION

Maths Teacher Outer London MPS/ UPS + SEN point

| CRITERIA | Essential/ Desirable | | Assessed by: Application Form/Supporting statement /Interview | | |
|----------|-------------------------|---|--|---|---|
| | E | D | AF | S | I |

| EDUCATION AND QUALIFICATIONS | E | D | AF | S | I |
|--|---|---|----|---|---|
| A good honours degree or equivalent | ✓ | | ✓ | | |
| Qualified Teacher Status (QTS) or equivalent | ✓ | | ✓ | | |
| Evidence of recent and relevant training and development | ✓ | | ✓ | | |
| Record of continuous professional development | | ✓ | ✓ | | |

| PROFESSIONAL KNOWLEDGE, SKILLS AND ABILITIES | E | D | AF | S | I |
|---|---|---|----|---|---|
| Evidence of high expectations which inspire, motivate and challenge every student | ✓ | | | ✓ | ✓ |
| Evidence of excellent teaching resulting in outstanding student outcomes | ✓ | | | ✓ | ✓ |
| In-depth knowledge and understanding of SEND and wider educational agenda including current national policies and educational issues | | ✓ | | ✓ | ✓ |
| Demonstration of in-depth subject and curriculum knowledge | ✓ | | | ✓ | ✓ |
| Ability to teach all aspects of Maths across a range of abilities | ✓ | | | ✓ | ✓ |
| Experience of teaching across a range of Key Stages (KS3 and KS4) | ✓ | | ✓ | ✓ | ✓ |
| Experience of teaching at Key Stage 2 | | ✓ | ✓ | ✓ | ✓ |
| Knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures; demonstrating suitability to work with children. | ✓ | | | ✓ | ✓ |
| Consistently plan and deliver well-structured lessons that enable all learners to make good progress | ✓ | | | ✓ | ✓ |

| | | | | | |
|---|---|--|--|---|---|
| Confident in the use of ICT to support learning | ✓ | | | ✓ | ✓ |
| Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing | ✓ | | | ✓ | ✓ |
| Ability to form excellent working relationships with staff, students, parents, Trustees and external partners | ✓ | | | | ✓ |
| A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the curriculum | ✓ | | | ✓ | ✓ |
| Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the School's vision | ✓ | | | ✓ | ✓ |
| Be a visible high profile role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and wider community | ✓ | | | | ✓ |

| STUDENTS AND STAFF | E | D | AF | S | I |
|--|----------|----------|-----------|----------|----------|
| A passion for outstanding teaching coupled with the ability to lead and motivate colleagues to improve classroom effectiveness and raise achievement | ✓ | | | ✓ | ✓ |
| Successful experience of positive behaviour management and developing a safe, student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding | ✓ | | | ✓ | ✓ |
| 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 | ✓ | | | ✓ | ✓ |
| Knowledge and understanding of the varying needs and abilities of students with SEND, particularly those on the Autistic Spectrum | ✓ | | | ✓ | ✓ |
| A passion and commitment to providing a holistic approach to student development | ✓ | | | ✓ | ✓ |
| Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of students | ✓ | | | ✓ | ✓ |
| Evidence of achieving a safe, secure and healthy school environment | ✓ | | | ✓ | ✓ |
| Willingness to be involved in the wider life of the school community | ✓ | | | ✓ | ✓ |
| Demonstrate the importance of a work life balance | ✓ | | | ✓ | ✓ |