

**Gatehouse School**  
**Teacher of Mathematics Person Specification**  
**Required for: September 2020**

CRITERIA		Essential / Desirable		Assessed by:		
		E	D	AF	S	I
<b>EDUCATION AND QUALIFICATIONS</b>						
1.	A teaching degree or equivalent qualification.	√		√		
2.	Qualified Teacher Status (QTS) or equivalent.	√		√		
3.	Evidence of some recent and relevant training and development.	√		√		
4.	Record of continuous professional development.		√	√		
<b>PROFESSIONAL KNOWLEDGE, EXPERIENCE, SKILLS AND ABILITIES</b>						
5.	Evidence of excellent teaching resulting in outstanding student outcomes.	√			√	√

6.	In-depth knowledge and understanding of maths and the wider educational agenda including current national policies and educational issues, as well as the statutory and legal framework governing the operation of a school.	✓				✓	✓
7.	Demonstration of in-depth subject and curriculum knowledge.	✓				✓	✓
8.	Ability to teach all aspects of maths across a range of abilities.	✓				✓	✓
9.	Experience of teaching across a range of Key Stages (EYFS and KS1 and KS2).		✓		✓	✓	✓
10.	Proven track record in planning and assessment.	✓				✓	✓
11.	Evidenced knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures.	✓				✓	✓
12.	Excellent organisational skills and the ability to translate strategies and policies into effective practice.	✓				✓	✓
13.	Have high expectations and personal integrity with the ability to promote and deliver the values, culture, ethos and traditions of the School.	✓				✓	✓
14.	Excellent analytical skills with the ability to interpret and present data effectively to a variety of stakeholders.	✓				✓	✓

15.	Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems.	✓				✓	✓
16.	Be proactive, innovative and flexible with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals.	✓				✓	✓
17.	Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing.	✓				✓	✓
18.	Ability to form excellent working relationships with staff, students, parents, Trustees and external partners.	✓					✓
19.	Be a visible role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and wider community.	✓					✓
<b>PUPIL PROGRESS AND STAFF DEVELOPMENT</b>							
20.	A passion for outstanding teaching coupled with the ability to motivate colleagues to improve classroom effectiveness and raise achievement .	✓				✓	✓
21.	Successful experience of positive behaviour management and developing a safe, pupil focused, inclusive and effective learning environment so that behaviour is outstanding.	✓				✓	✓
22.	Successful experience of curriculum development for pupils with SEND and pastoral needs, along with an understanding of the issues associated with choice and flexibility needed to meet the	✓				✓	✓

	personalised agenda from Nursery through to Year Six.					
23.	Knowledge and understanding of the varying needs and abilities of pupils with SEND, particularly those on the Autistic Spectrum and those with specific learning difficulties.	✓			✓	✓
24.	A passion and commitment to providing a holistic approach to pupil development.	✓			✓	✓
25.	Successful experience of the implementation of effective assessment procedures and an understanding of assessment for the learning needs of pupils.	✓			✓	✓
26.	Through creative teaching, inspire colleagues to deliver a challenging and creative curriculum.	✓			✓	✓
27.	Experience of observing teaching and learning and monitoring practice effectively.		✓		✓	✓
28.	Evidence of achieving safe, secure and healthy lessons within the learning environment.	✓			✓	✓
29.	Willingness to be involved in the wider life of the school community.	✓			✓	✓
30.	Demonstrate the importance of a work life balance.	✓			✓	✓

**SYSTEMS AND PROCESSES**

31.	A strong class teacher with evidence of skills in performance management.	√			√	√
32.	An understanding of school / department self-evaluation and accountability and the school improvement process.	√			√	√
33.	Knowledge and understanding of Health & Safety legislation.	√			√	√
34.	Welcome strong leadership and actively work collaboratively with the School Leaders to develop and deliver the school vision which embraces excellence, intellectual rigour, high standards and inclusion.	√			√	√
35.	A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the curriculum.	√			√	√
36.	Proven ability to plan effectively and strategically to help deliver and to communicate compellingly the School's vision.	√			√	√