

## Teacher of Science

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• QTS (Secondary age range)</li> <li>• Degree Level (or equivalent qualification)</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications e.g., Leadership Pathways, NPQH and MA/PHD</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Teaching in comprehensive school(s) across the age and ability range</li> <li>• Motivating pupils and enabling them to enjoy learning</li> <li>• Development of curriculum materials</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of an integrated or creative curriculum</li> <li>• Experience of embedding thinking into schemes of work with evidence of impact</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Set standards for staff and pupils by personal example of hard work and charismatic teaching</li> <li>• Show commitment to meeting the needs of the pupil.</li> <li>• Initiate curriculum planning</li> <li>• Involve staff in the process of curriculum development and assessment for learning</li> <li>• See tasks undertaken through to completion</li> <li>• Ability to use ICT effectively to promote high quality teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued professional development to enhance leadership skills</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Current developments in teaching Chemistry</li> <li>• The range of teaching strategies and classroom organisation open to teachers</li> <li>• The range of learning strategies that can be employed by pupils</li> <li>• The organisation and value of effective assessment</li> <li>• An understanding of target setting and its use in raising aspirations</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective intervention to ensure pupils meet and exceed challenging targets</li> </ul>
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Enthusiasm, energy, and commitment</li> <li>• Awareness of the needs of other</li> <li>• A high level of professionalism in manner and organisation</li> <li>• An ability to draw together different disciplines to work to a common aim</li> <li>• A willingness to contribute to whole school issues</li> <li>• An expectation of high standards from oneself and others</li> <li>• A sense of humour</li> </ul>	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviour, and
- Attitudes to use of authority and maintaining discipline