

PERSON SPECIFICATION - SDL of Engineering/Construction

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> QTS	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Degree or equivalent	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Evidence of consistently good or outstanding teaching and learning across Key Stages 3-5	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Evidence of good or outstanding classroom management skills	E	
<input type="checkbox"/> The ability to use ICT effectively to engage students	E	
<input type="checkbox"/> The ability to create effective, engaging and differentiated lesson plans	E	
<input type="checkbox"/> An understanding of how to use assessment to inform planning for good teaching and learning	E	
<input type="checkbox"/> The ability to differentiate materials to meet the needs of ALL learners, particularly those who may experience difficulties such as our EAL or SEN pupils, and equally our small minority of high prior attainment pupils.	E	
<input type="checkbox"/> Experience or the desire to be involved in curriculum innovation	E	
<input type="checkbox"/> Experience and the desire to raise standards of achievement for ALL.	E	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Leadership and people management skills	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E	
<input type="checkbox"/> Experience of delivering successful outcomes of a range of Key Stage 4 and 5 qualifications specific to Engineering and Construction.	E	

<input type="checkbox"/> Strategies for raising achievement and achieving excellence	E	
<input type="checkbox"/> Different and effective strategies and methods of teaching and learning	E	
<input type="checkbox"/> How to design, implement and evaluate successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)	E	
<input type="checkbox"/> The use of new and emerging technologies to support teaching and learning	E	
<input type="checkbox"/> Principles of effective teaching and assessment for learning	E	
<input type="checkbox"/> Effective and consistent models of behaviour management	E	
<input type="checkbox"/> A commitment to and strategies for ensuring inclusion and access to the curriculum	E	
<input type="checkbox"/> Tools for data collection and analysis	E	
<input type="checkbox"/> Monitoring and evaluating performance	E	
<input type="checkbox"/> Strategies for developing effective teachers	E	
<input type="checkbox"/> Curricular and assessment developments within Engineering and Construction at all key stages but particularly Key Stage 4 and 5, with an appreciation of the how the content, skills and teaching strategies best prepare students for transition at KS5	E	
<input type="checkbox"/> Raising standards for all in the pursuit of excellence	E	
<input type="checkbox"/> Holding the highest respect, aspiration and expectation of all students	E	
<input type="checkbox"/> The entitlement of all students to effective and engaging teaching and learning	E	
<input type="checkbox"/> Positive, effective and harmonious working relationships and team working	E	
<input type="checkbox"/> Continuing professional development for self and all others	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	E	
<input type="checkbox"/> Demonstrate personal enthusiasm for and commitment to the learning process	E	
<input type="checkbox"/> Demonstrate the principles and practice of effective teaching and learning	E	
<input type="checkbox"/> Access, analyse and interpret information to inform purposeful self-evaluation	E	
<input type="checkbox"/> Use data to effectively track and monitor the performance of individual students and group of students, and evaluate the impact of associated interventions	E	

<input type="checkbox"/> Collaborate and network with others within and beyond the academy	E	
<input type="checkbox"/> Challenge, influence and motivate others to attain high goals and have high expectations of them	E	
<input type="checkbox"/> Give and receive effective feedback and act to improve personal performance	E	
<input type="checkbox"/> Think and act strategically and creatively in proposing solutions	E	
<input type="checkbox"/> Establish and sustain appropriate structures and systems and monitor them	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	