



## PERSON SPECIFICATION

<b>Job Title:</b>	Second in Department/Key Stage 4 Co-Ordinator of Maths
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>▪ Degree in Maths related area</li> <li>▪ Qualified Teacher Status</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of successful teaching or teaching practice in maths at KS3 and KS4.</li> <li>▪ A keen interest in developing the teaching of maths.</li> <li>▪ Awareness of data protection, security and confidentiality</li> <li>▪ Effective working with young people of a range of abilities.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Maintain an up-to-date knowledge and understanding of the professional duties and core standards of teachers and the statutory framework within which they work, especially those relating to Maths</li> <li>▪ Knowledge of the Maths curriculum at KS2 through to KS5</li> <li>▪ Know the assessment requirement and arrangements for GCSE Maths and the implications of the new specifications.</li> <li>▪ Know how to use statistical information to evaluate the effectiveness of your teaching to monitor the progress of those you teach and to raise levels of attainment</li> <li>▪ Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> <li>▪ Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners</li> <li>▪ Know how to make effective personalised provision for those you teach, and how to take practical account of diversity and promote equality and inclusion in your teaching</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Teach challenging, engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</li> <li>▪ Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</li> <li>▪ Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.</li> <li>▪ Plan, set and assess homework, other out-of-class assignments such as revision for examinations, where appropriate to sustain learners' progress and to extend and consolidate their learning.</li> <li>▪ The ability to build positive and reliable professional relationships with staff, parents and carers.</li> <li>▪ Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences</li> <li>▪ Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline.</li> <li>▪ The ability to communicate clearly both verbally and in writing.</li> </ul>

<p><b>Attributes</b></p>	<ul style="list-style-type: none"> <li>▪ Strong communication and interpersonal skills.</li> <li>▪ Flexibility in approach.</li> <li>▪ Calm under pressure.</li> <li>▪ Hardworking with a positive outlook.</li> <li>▪ Evident integrity, warmth and sensitivity to the needs of others.</li> <li>▪ A participative/collaborative working style.</li> <li>▪ Accuracy and attention to detail.</li> <li>▪ A willingness to lead and support enrichment activities.</li> <li>▪ Ability to manage workload effectively.</li> <li>▪ Willingness to share expertise and knowledge with others.</li> <li>▪ Willing to learn new skills and adapt existing ones.</li> <li>▪ Creative, enthusiastic and visionary.</li> <li>▪ To have an excellent record of attendance and punctuality.</li> <li>▪ A sense of humour, warmth, energy, stamina and resilience.</li> <li>▪ A team player with the ability to establish positive working relationships with staff, pupils and parents.</li> <li>▪ Fully supportive of the Catholic ethos, however, you do not need to be a Catholic.</li> </ul>
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