

EBOR ACADEMY FILEY

PERSON SPECIFICATION

JOB TITLE: Teacher of Design and Technology

GRADE: Teachers Main and/or Upper Pay Scale Full time established post

Qualifications and Training			
Essential	Assessment	Desirable	Assessment
<ul style="list-style-type: none"> ▪ Relevant Degree or equivalent qualification. ▪ Qualified Teacher Status. [Appointment of trainee would be subject to gaining full QTS.] 	<p align="center">1, 2, 6</p> <p align="center">1, 2, 6</p>	<ul style="list-style-type: none"> ▪ Level 2 (GCSE/O-Level Grade C+) qualifications in English, Maths, Science and at least two others. 	<p>1, 6</p>
Experience			
Essential	Assessment	Desirable	Assessment
<ul style="list-style-type: none"> ▪ Experience of teaching DT – resistant materials across both Key Stage 3 and Key Stage 4. ▪ Experience of teaching DT – resistant materials to a range of abilities. ▪ Application of a range of learning and teaching strategies. ▪ Experience of planning for progression in DT. ▪ Effective provision for personalised learning in DT. ▪ Use of a range of strategies for assessment to support learning. ▪ Effective behaviour and classroom management. 	<p align="center">1, 2, 3</p> <p align="center">1, 2, 3</p> <p align="center">1, 2, 3, 4</p> <p align="center">1, 2, 4</p> <p align="center">1, 2, 4</p> <p align="center">1, 2, 3, 4</p> <p align="center">1, 2, 3, 4</p>	<ul style="list-style-type: none"> ▪ Involvement in extra-curricular activities. ▪ The role of a Form Tutor or mentor. ▪ Involvement in partnerships with other schools. ▪ Ability to deliver electronics and food. 	<p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p>
Knowledge, Understanding & Skills			
Essential	Assessment	Desirable	Assessment
<ul style="list-style-type: none"> ▪ Understanding of National Curriculum requirements for DT. ▪ Understanding of National Curriculum level descriptors and how to apply them. ▪ Effective communication and interpersonal skills. ▪ Understanding of 'Every Child Matters' and its implications for role as a teacher of DT and Form Tutor. ▪ Ability to teach DT resistant materials in Key Stage 3 and Key Stage 4. ▪ Understanding of the value and importance of literacy and numeracy skills. 	<p align="center">1, 2, 4, 5</p> <p align="center">1, 2, 3, 4, 5</p> <p align="center">2, 3, 4, 5</p> <p align="center">1, 2, 3</p> <p align="center">1, 2, 4</p> <p align="center">1, 3</p>	<ul style="list-style-type: none"> ▪ Evidence of CPD or training in relevant areas. ▪ Understanding of a range of strategies for the development of DT related life, enterprise, work-related and employment skills. ▪ Understanding of strategies for 'autism-friendly' learning. Ebor Academy Filey is an Enhanced Mainstream School for High Functioning Autism. 	<p>1, 2, 3</p> <p>1, 3</p> <p>1, 3, 5</p>
Personal Qualities & Other Requirements			
Essential	Assessment	Desirable	Assessment
<ul style="list-style-type: none"> ▪ Understanding of and commitment to school ethos. ▪ Motivation to work with children and young people for their benefit. 	<p align="center">1, 3</p> <p align="center">1, 2, 3, 4</p>	<ul style="list-style-type: none"> ▪ Excellent attendance record. ▪ Adaptability to changing circumstances and new ideas. ▪ Creative thinking & Problem 	<p>1, 2</p> <p>1, 2, 3</p> <p>1, 2, 5</p>

		solving.	
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Personal Qualities & Other Requirements cont'd			
<ul style="list-style-type: none"> ▪ A student-centred approach to learning and education that puts students' learning and development first. 	1, 3, 5	<ul style="list-style-type: none"> ▪ Interest in and ideas for cross-curricular collaboration. 	1, 3
<ul style="list-style-type: none"> ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 	2, 3, 4	<ul style="list-style-type: none"> ▪ Interest in and willingness to take part in extra-curricular activities. 	1, 3
<ul style="list-style-type: none"> ▪ Ability to meet deadlines. 	2	<ul style="list-style-type: none"> ▪ Commitment to links and partnerships with schools and other organisations. 	1, 3
<ul style="list-style-type: none"> ▪ Ability to motivate children and young people. 	2, 4	<ul style="list-style-type: none"> ▪ Consistently good or better classroom practice. 	2
<ul style="list-style-type: none"> ▪ Enthusiasm and passion for teaching and learning. 	1, 2, 3, 4, 5		
<ul style="list-style-type: none"> ▪ Commitment to high standards in self and students. 	2, 3, 4		
<ul style="list-style-type: none"> ▪ Consistently good or outstanding classroom practice. 	2, 4		
Equal Opportunities			
Essential	Assessment	Desirable	Assessment
<ul style="list-style-type: none"> ▪ Commitment to ensuring that Ebor academy Filey's and the Ebor Trust equalities policies are applied and adhered to. 	1, 3		
<ul style="list-style-type: none"> ▪ Commitment to ensuring that students have equality of access and opportunity. 	1, 3		

Assessment:

All aspects of the selection process will focus on the overall person specification. The following assessment key is only a guide as to where evidence might be identified.

- 1 Application form and/or written statement supporting application.
- 2 References.
- 3 Interview.
- 4 Classroom activity.
- 5 Other selection day activities.
- 6 Relevant certification or documentation.