



St Antony's  
Roman Catholic School

ASPIRE + BELIEVE + ACHIEVE

## Person Specification for Teacher at St Antony's Roman Catholic School

| Factor              | Required   | Desired   |
|---------------------|--|---|
| VALUES              | <ul style="list-style-type: none"> <li>• Commitment to the Catholic Ethos and values of St Antony's Roman Catholic School</li> <li>• Commitment to academic excellence and high standards</li> <li>• Commitment to an inclusive curriculum</li> <li>• Commitment to the school's role in the wider community</li> <li>• Commitment to the Teachers' Standards</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> </ul> | <ul style="list-style-type: none"> <li>• Commitment to breadth in and beyond the curriculum and to the development of the full potential of all students at all levels</li> </ul> |
| ATTAINMENT          | <ul style="list-style-type: none"> <li>• Good Honours Degree or equivalent in relevant subject</li> <li>• Qualified Teacher Status</li> </ul>  | <ul style="list-style-type: none"> <li>• Commitment to pursuing further qualification</li> </ul>  |
| EXPERIENCE          | <ul style="list-style-type: none"> <li>• Evidence of successful classroom practice in a secondary context (including ITT placement)</li> <li>• Knowledge and understanding of current educational thinking</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of teaching students of high ability</li> <li>• Ability to teach at every Key Stage.</li> </ul>                               |
| TRAINING            | <ul style="list-style-type: none"> <li>• Clear sense of responsibility for own Continuing Professional Development (CPD)</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of recent participation in CPD activities.</li> </ul>   |
| HEALTH              | <ul style="list-style-type: none"> <li>• Minimal absence record</li> </ul>   | <ul style="list-style-type: none"> <li>• Has energy, stamina and resilience.</li> </ul>   |
| PERSONAL ATTRIBUTES | <ul style="list-style-type: none"> <li>• Conscientious and self-motivated</li> <li>• Detailed planner</li> <li>• Relates well to colleagues, students and parents</li> <li>• Approachable</li> <li>• A good team player</li> <li>• Uses initiative and takes responsibility</li> <li>• Ability to work under pressure and to challenging deadlines</li> <li>• Confidentiality</li> </ul>   | <ul style="list-style-type: none"> <li>• Willing to seek and respond to advice positively</li> <li>• Creative thinker</li> <li>• Flexible</li> </ul>                              |
| SKILLS / ABILITIES  | <ul style="list-style-type: none"> <li>• Ability to organise, plan and prioritise</li> <li>• Excellent time manager</li> <li>• Effective communicator, orally and in writing</li> <li>• Effective inter-personal skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Understanding of the importance of data in driving achievement.</li> </ul>   |

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|---------------------|--|--|
|                     | <ul style="list-style-type: none"> <li>Well-developed ICT skills, including the ability to apply these in a practical setting.</li> </ul>  |  |
| <b>REFERENCES</b>   | <ul style="list-style-type: none"> <li>Two or three unreserved references</li> <li>References describe an adaptable, reliable, conscientious and enthusiastic candidate</li> </ul> | <ul style="list-style-type: none"> <li>References indicate confident, integrity, competence and effectiveness</li> </ul> |
| <b>OTHER</b>        | <ul style="list-style-type: none"> <li>Ability to respond effectively to change</li> <li>Demonstrates integrity</li> <li>Passion for the education of young people</li> </ul>      | <ul style="list-style-type: none"> <li>Evidence of personal interests beyond school</li> </ul>                           |
| <b>SAFEGUARDING</b> | <ul style="list-style-type: none"> <li>A commitment to safeguarding and promoting the welfare of children and young people.</li> </ul>   | <ul style="list-style-type: none"> <li>Up-to-date portable DBS certificate</li> </ul>                                    |