



## **PERSON SPECIFICATION**

<b>JOB TITLE:</b>	<b>Teacher of Art (maternity cover), Ancora House School</b>
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The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your skills, experience and abilities to those listed below. Tell us in what way you have carried out the criteria asked for. Disabled people will be offered an interview where they meet the Essential Criteria alone.

<b>Methods of Assessment</b>	AF = Application Form	I = Interview	
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<b>Knowledge and Skills</b>	<b>How Assessed</b>
<b>1. Skills and Abilities [ Essential]</b>	
Ability to communicate effectively with a range of people both orally and in writing	<b>AF, I</b>
Ability to adapt flexibly to changing demands	<b>I</b>
Ability to plan so as to deploy resources efficiently and effectively	<b>I</b>
Well organised and self-motivated	<b>I</b>
Confident user of ICT in the educational context	<b>AF</b>
Good interpersonal skills including ability to work effectively with a range of partners, families and agencies	<b>I</b>
Ability to work collaboratively	<b>AF, I</b>
<b>2. Knowledge [Essential] – Ability to demonstrate appropriate knowledge of:</b>	
Knowledge and understanding of the national curriculum across KS3,4 and 5 and the ability to prepare all pupils for exams from different awarding bodies.	<b>AF, I</b>
Safeguarding and Child Protection frameworks	<b>I,</b>
Inclusive approaches to raise attendance, attainment, engagement and achievement.	<b>AF, I,</b>

<b>Knowledge and Skills</b>	<b>How Assessed</b>
<b>3. Experience [Essential] – Ability to demonstrate appropriate experience of:</b>	
Recent experience of successful classroom teaching in Art	<b>AF/I</b>
Experience of meeting the educational, social and emotional needs of pupils who have either complex mental health needs or challenging behaviour	<b>AF/I</b>
A proven track record of robust and competent record keeping, planning of curriculum content and monitoring and evaluation of outcomes for young people.	<b>AF/I</b>
Successful experience of collaborative and partnership working with school staff and partner agencies	<b>AF, I,</b>
Effective multi-agency working	<b>AF, I,</b>
<b>4. Experience [Desirable]</b>	
Experience of working in a specialist educational setting	<b>AF/I</b>
Knowledge of TAF process	<b>AF/I</b>
<b>5. Qualifications and Professional Development [Essential]</b>	
Qualified Teacher Status	<b>AF</b>
Ability to teach specialist subject area	<b>AF,I</b>
Evidence of recent and relevant professional development undertaken	<b>AF, I</b>
<b>6. Other requirements [Essential]</b>	
Dedication to developing inclusion and raising standards for vulnerable groups.	<b>AF/I</b>
Resilient and able to cope with pressure and continuous change.	
<b>7. Equality [Essential]</b>	
Personal integrity, commitment to fairness and an awareness of and commitment to equality of opportunity	<b>AF, I, P</b>