

Impington Village College
Person Specification
Teacher of Maths

To support your application candidates should be able to show evidence of the following:

| Criteria | Essential | Desirable |
|---|-----------|-----------|
| Qualifications and Experience: | | |
| A teaching qualification | ✓ | |
| Honours degree | ✓ | |
| The ability to teach Maths to KS4 | ✓ | |
| Can demonstrate excellent classroom practice | ✓ | |
| The ability to support extra-curricular activities | | ✓ |
| The ability to teach Maths at IB Level | | ✓ |
| Knowledge and understanding : | | |
| Knowledge of recent curriculum developments including the reformed GCSE specifications and associated change at KS3 | ✓ | |
| A range of teaching and learning styles | ✓ | |
| Strategies to raise standards of student attainment | ✓ | |
| An effective curriculum to meet the needs to different learners | ✓ | |
| A significant interest Maths that will engage and excite students | ✓ | |
| Leadership & Management skills: | | |
| An educational philosophy | ✓ | |
| A commitment to comprehensive education | ✓ | |
| Motivate and inspire both children and adults | ✓ | |
| Potential for leadership | ✓ | |
| Personal & Professional attributes: | | |
| Good interpersonal skills | ✓ | |
| Initiative, resilience and stamina | ✓ | |
| Innovation, creativity and critical reflective thinking | ✓ | |
| Good organisational skills and ability to meet deadlines | ✓ | |
| ICT competence | ✓ | |
| A sense of humour | ✓ | |
| An ability to communicate clearly to a range of audiences | ✓ | |
| An ability to command the respect of others | ✓ | |
| An ability to work hard under pressure | ✓ | |
| An ability to share high expectations of achievement and behaviour | ✓ | |
| A willingness and desire to contribute to the life of the College, including offering extra-curricular activities or an iCAS experience | | ✓ |
| Safeguarding and promoting the welfare of children At interview candidates should be able to demonstrate: | | |
| Demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children | ✓ | |
| Emotional resilience in working with challenging behaviours | ✓ | |