

PERSON SPECIFICATION 2025/26

Teacher of Mathematics

Criteria	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or equivalent • Degree in Mathematics or a closely related subject 	<ul style="list-style-type: none"> • Ability/willingness to teach another subject • Further professional qualifications or subject-specific training
Knowledge & Experience	<ul style="list-style-type: none"> • Strong subject knowledge in Mathematics across KS3–KS4 • Understanding of National Curriculum and GCSE specifications • Awareness of safeguarding and child protection responsibilities • Knowledge of effective differentiation strategies, including SEN/D • Familiarity with behaviour management approaches aligned to “Ready, Respectful, Safe” 	<ul style="list-style-type: none"> • Awareness of current developments in Mathematics pedagogy • Experience delivering small-group or 1:1 interventions
Skills & Abilities	<ul style="list-style-type: none"> • Ability to plan and deliver high-quality lessons • Capacity to assess, record, and report pupil progress • Effective classroom management and relational behaviour strategies • Ability to use achievement data to set targets and monitor progress • Strong communication skills with pupils, parents, and colleagues • Ability to create stimulating learning environments • Competence in ICT for teaching and assessment (e.g., ClassCharts) • Ability to work collaboratively • Commitment to safeguarding • Ability to travel independently between academies 	<ul style="list-style-type: none"> • Contribution to revision clinics, booster classes, or enrichment activities • Experience liaising with parents in varied contexts
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting welfare of children • Resilience and adaptability in a dynamic school environment • Professional integrity and adherence to school/trust policies • Team player with collaborative approach • Enthusiasm for extra-curricular 	<ul style="list-style-type: none"> • Evidence of leadership potential • Contribution to wider school life and ethos • Interest in developing links with industry or external partners

	<p>activities and wider school life</p> <ul style="list-style-type: none"> • Willingness to travel between academies within the Trust • Commitment to promoting care, courtesy, and school ethos 	
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