NORTHGATE
High School

Teacher Person Specification

This person specification outlines the attributes that a candidate will need to have in order to undertake the roles and responsibilities of a **Teacher** to the high standard required. When you complete your application please illustrate how you have demonstrated that you have the qualities listed below.

	Essential qualities	Desirable qualities
Qualifications & Training	■ Relevant undergraduate degree (or equivalent). ■ Qualified Teacher Status (QTS) (or recognised international equivalent). ■ Enhanced DBS (Disclosure and Barring Service) check clearance and UK right to work.	■ Evidence of ongoing, relevant Continuing Professional Development (CPD). ■ Experience of working with students with a range of additional learning needs.
Experience & Track Record	■ Demonstrable track record of effective classroom teaching practice (or successful teaching placement/s if an Early Career Teacher [ECT]). ■ Experience planning and delivering an engaging, inclusive curriculum. ■ Experience assessing student progress and providing constructive feedback.	■ Experience of teaching across different key stages or ability ranges. ■ Experience of running extracurricular clubs, youth work, or wider school initiatives. ■ Previous experience acting as a form tutor or pastoral lead.
Professional Knowledge & Skills	■ Secure and up-to-date subject knowledge. ■ Strong understanding of effective classroom and behaviour management strategies. ■ Knowledge of national curriculum requirements, assessment frameworks, and safeguarding/ child protection duties. ■ Good IT and digital literacy (e.g., Google Workspace, Microsoft 365, or interactive classroom tech).	■ Familiarity with specific intervention strategies for disadvantaged and/or SEND students. ■ Experience using data tracking to monitor and improve student attainment
Personal Attributes & Ethos	■ High expectations for the academic and personal potential of every student. ■ Patient, resilient, empathetic, and adaptable. ■ Strong communication and interpersonal skills with students, parents, carers, guardians and colleagues. ■ Commitment to the school's core values, safeguarding policies, and inclusive ethos.	■ Openness to reflective practice, peer coaching, and continuous professional growth.

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