

Person Specification

L = assessed by application	I = assessed at interview	R = assessed by reference	E = Essential D = Desirable
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Qualifications, knowledge and Experience.

Good degree in the relevant subject or subjects, preferably at 2:1 or above	L			E	
Relevant teaching qualifications	L			E	
Evidence of continuing professional development.	L			E	

Teaching and Learning

High quality teaching skills		I	R	E	
Evidence of very good examination outcomes for classes taught.	L	I		E	
A clear understanding and use of Assessment For learning.	L	I		E	
Understanding of self-review for improvement.		I	R	E	
The ability to use data effectively to evaluate student teaching group progress and achievement.	L	I	R	D	

Personal Qualities and Skills

Evidence of high level communication skills with the ability to communicate effectively with a variety of audiences		I	R	E	
The ability to build productive professional relationships with students, staff and parents.		I	R	E	
An ability and evidence of a willingness to empathise and listen, and to be self-critical and reflective.		I	R	E	
Enthusiasm, hard-work, integrity, creativity, flexibility and resilience.		I	R	E	
An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education.	L	I	R	E	

Safeguarding

Motivation to work with children and young people.		I	R	E	
The ability to form and maintain appropriate relationships and personal boundaries with children and young people.		I	R	E	
Emotional resilience in working with challenging behaviours.		I	R	E	

Teaching & Learning

In accordance with the current DFE Teachers' Pay and Conditions Document you will:

- Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher.
- Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you.
- To play a full role in the School's pastoral system as a tutor.
- To contribute fully to the achievement of the aims and ethos of the school.
- To teach Drama at KS3, KS4 and KS5.
- Able to teach Dance at all key stages would be advantageous.
- To deliver high quality lessons in accordance with the School's Teaching and Learning policy.
- To develop and prepare appropriate resources for all levels of ability in agreement with departmental and school policies.
- To implement departmental procedures and school policy in respect of marking, assessment and reporting.
- To contribute to the development of courses to meet National Curriculum requirements.
- To contribute to extra-curricular events organized by the department team.
- To help supervise the teaching base and allocated resources, and to undertake the various administrative tasks required.
- To be responsible to the appropriate Curriculum Team Leader.

Safeguarding

To ensure the safety and wellbeing of students in line with:

- The DFE Teachers Pay and Conditions Document.
- The school's safeguarding policy.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

School Vision and Aims

Our Strategic Vision

We will provide high quality education with character: inspiring our young people, keeping them safe, and preparing them fully for life in the modern world.

Strategic Goals of the School

- Further improve the quality of teaching and learning across the school so that all students receive an entitlement to excellence and to education with character
- Establish a curriculum that best meets the needs of every single student
- Develop high quality assessment, tracking and intervention systems to maximise the attainment and achievement of every student
- Ensure all students are safe, healthy and happy, and have the skills and qualities needed to thrive in modern Britain
- Develop leadership opportunities for all members of the school community, and ensure

that our staff are fully developed as professionals in order to best meet the school's vision

School Information

Wanstead High School is a large, improving, multi-ethnic co-educational comprehensive school for students between the ages of eleven and nineteen. We constantly seek to bring about improvement in teaching and learning and in all aspects of school life. Expectations are high both for staff and pupils.

Wanstead High School seeks to enable students to achieve the highest academic standards. Over recent years good examinations results have been achieved at GCSE and 'A' Level compared to national standards. In 2016 79% of students gained 5+ A*-C GCSE including Maths and English. Our Progress 8 score puts us in the top 5% of schools in the country. Two thirds of our students stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 students from the surrounding area. Our Level 3 Value Added Score puts us in the top 12% of all schools at A level.

Our latest OFSTED report, November 2015, rated the school as "Good" in all areas, noting in particular the high quality CPD for our staff.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1550 plus students on roll including some 350 students in the Sixth Form. Currently there are 170 teaching and support staff. Eight forms of entry (240 students) are admitted at year seven and there are some 350 plus students in the Sixth Form. The school encompasses a rich social and cultural diversity and 35% of students speak English as an additional language. There are over 35 languages spoken by the students. The school is heavily over-subscribed with some 850 applications for 240 places in Year 7 this year.

All students wear uniform except in the Sixth Form where students are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), students join one of nine mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the student's career. The year based pastoral system is central to the discipline and wellbeing of the students. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well resourced with IT equipment.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.