

Teacher of Chemistry

| KEY COMPETENCIES | | |
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| | Essential | Desirable |
| Education and Qualifications | <ul style="list-style-type: none"> • Relevant degree • Qualified Teacher Status • Committed to continuing personal and professional development | A higher or further degree |
| Experience and Knowledge | <ul style="list-style-type: none"> • Excellent subject knowledge • Evidence of experience and inspiring delivery as a classroom teacher, able to adapt to the needs of different learners • Knowledgeable about issues concerning the teaching of Science and Chemistry in particular • An understanding of the use of data to inform practice and improve outcomes • An understanding of the importance of Science and Chemistry to the whole-school curriculum • Ability to teach to A Level | <p>An experienced classroom practitioner</p> <p>Experience of the Edexcel iGCSE course</p> <p>A willingness to teach a wide range of year groups</p> <p>Experience writing schemes of work</p> |
| Skills and Abilities | <ul style="list-style-type: none"> • Committed to the highest standards of professional behaviour and, at all times, to promoting the welfare and safeguarding of children • Able to work accurately and calmly and demonstrate resilience, particularly when under pressure • Ability to initiate and implement ideas • Computer literate • Good planning/organisational skills • Ability to communicate effectively with colleagues, students and parents • Able to develop positive relationships • Act at all times as an ambassador for the school • Be willing and able to contribute to and support the wider extracurricular and pastoral life of the school | |
| Personal Competencies and Qualities | <ul style="list-style-type: none"> • Evidence of a proactive approach • Enthusiasm and drive • Excellent interpersonal skills, with a flexible, friendly and professional approach • Confident and able to deal with difficult situations in a calm manner • Sense of humour • A team player, willing to adopt a collaborative approach to problem solving | |