



# ASTRA School-Centred Teacher Training

## Person Specification for Astra SCITT Partnership Trainee Teacher

	Essential	Desirable	How Assessed
<b>Qualifications / Suitability:</b>			
GCSE grade 4+ or equivalent (Maths/English)	✓		
Primary trainees: GCSE Science grade 4+ or equivalent	✓		
First degree of a UK HEI, or equivalent qualification, in a relevant subject	✓		Application form
Higher degree		✓	Application form
Three A levels at good grades (C+)		✓	Application form
Appropriate pre-selection or pre-employment check will include, but are not limited to, an enhanced Disclosure and Barring Service (DBS) criminal records check and a children's barred list.	✓		
Fee-paying trainees will be expected to complete a pre-training health questionnaire. Salaried trainees will be expected to complete a pre-employment health questionnaire according to the normal practice of the employing school.	✓		
Where disabilities exist, you will be able to meet the role description, person specification and functional capacity with reasonable adjustment(s).	✓		
<b>Experience:</b>			
Further experience of working with children		✓	Application form and at interview
For Salaried places: some relevant work experience		✓	Application form and at interview
<b>Personal and Professional Skills and Attributes:</b>			
Ambitious to teach at a 'good' or 'outstanding' level at the end of the training year	✓		Interview
Highly motivated, enthusiastic and resilient	✓		Application form; in presentation activity and at interview
Understanding of the need to safeguard pupils, in accordance with statutory provisions	✓		At interview
Able to uphold public trust in the profession and have high standards and ethics both within and outside school	✓		Application form; in presentation activity and at interview

Tolerance and respect for others' actions and beliefs; upholding fundamental British values, such as democracy, the rule of law, individual liberty and mutual respect	✓		Application form; at interview
Able to attend work and carry out tasks punctually in a regular and consistent manner	✓		At interview and ongoing assessment throughout the course
Fundamental English and Maths skills	✓		Application form, written assessments and ongoing monitoring during the training year.
Aware of the need for high expectations of students in terms of behaviour and achievement	✓		Application form and at interview
Ability to work effectively as a member of a team	✓		Application form and at interview
High quality organisational skills	✓		Application form; in presentation activity and at interview
An easily recognisable yet realistic enthusiasm for working with young people, treating them with dignity, being able to build relationships rooted in mutual respect, whilst observing proper boundaries appropriate to the profession	✓		Application form and at interview
Ability to motivate students	✓		Application form; in presentation activity and at interview
Ability to self reflect and set appropriate targets	✓		Application form and at interview
Willingness to engage in development activities	✓		Application form and at interview
Willingness to play a part in the wider life of a school	✓		Application form and at interview
Potential to write at Masters level (for PGCE trainees)		✓	Application form and written task
Good personal communication skills	✓		In presentation activity and at interview
Ability to teach up to A Level in <subject area> (Secondary)		✓	Application form and at interview
<b>Health and Physical Capacity</b>			
The health and physical capacity to teach without constituting a risk to the health, safety or well-being of pupils. This includes: <ul style="list-style-type: none"> <li>• the ability to communicate effectively with pupils, colleagues and individuals holding parental responsibility;</li> <li>• possession of sound judgement and insight;</li> <li>• the ability to respond to pupils' needs in a timely and effective manner;</li> <li>• the ability to remain vigilant and attentive at all times while supervising, assisting and supporting pupils and/or working in hazardous situations</li> </ul>	✓		Interview; occupational health assessment

<ul style="list-style-type: none"><li>• the ability to manage classes/groups of pupils;</li><li>• planning, preparing and delivering lessons and learning sequences for pupils;</li><li>• assessing pupils' development, progress and attainment;</li><li>• reporting on pupils' development progress and attainment.</li></ul>			
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## Role Description for Astra SCITT Partnership Trainee Teacher

The role of a trainee teacher during periods of school experience, acting within the statutory frameworks which set out a teacher's professional duties and responsibilities which is to:

<b>Post Title:</b>	<b>Astra SCITT Partnership Trainee Teacher</b>
<b>Role Purpose:</b>	<ul style="list-style-type: none"> <li>● Act at all times in accordance with the statutory frameworks which apply to teachers (<a href="#">The Teachers' standards</a>), having proper and professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards of personal attendance and punctuality</li> <li>● Know and understand how to implement and teach an appropriately broad, balanced, personalised and differentiated curriculum for students in your subject area/phase.</li> <li>● Know and understand how to facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>● Contribute to raising standards of student attainment.</li> <li>● Monitor and assess the progress of students as a teacher.</li> <li>● Learn how to support the overall development of students as a Form Tutor/Class teacher.</li> </ul>
<b>Reporting to:</b>	<ul style="list-style-type: none"> <li>● Your school subject Mentor, school ITTCo, School Headteacher and SCITT Principal.</li> </ul>
<b>Responsible for:</b>	<ul style="list-style-type: none"> <li>● Your own professional development and progress.</li> <li>● Your own personal and professional conduct.</li> </ul>
<b>Liaising with:</b>	<ul style="list-style-type: none"> <li>● Appropriate school staff (eg department, SENCO, pastoral, TAs, office) and SCITT team (Subject Tutors, Visiting tutors, Teacher Training Manager, Principal and the ITT Administration Team) and HEI staff for PGCE trainees.</li> </ul>
<b>Disclosure and Barring Service (DBS):</b>	<ul style="list-style-type: none"> <li>● Enhanced</li> </ul>
<b>Main Duties:</b>	
<b>In your school placement(s):</b>	<ul style="list-style-type: none"> <li>● Throughout your training year, you will be working towards the Teachers' Standards with the support of your school Mentor and ITTCo</li> <li>● By the end of the course, you will demonstrate the Teachers' Standards independent of support from the above because you have the characteristics of a secure or excellent newly-qualified teacher.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>● Recognise the need to safeguard pupils in accordance with statutory provisions</li> <li>● Be tolerant of and show respect for the rights of others including those with different faiths and beliefs</li> <li>● Plan and teach well-structured lessons, taking into account the needs of all pupils, including those with special educational needs; those with English as an additional language; those with disabilities and imparting knowledge and developing understanding through effective use of lesson time; using distinctive teaching approaches which enable pupils to be taught effectively according to their physical, social and intellectual stage of development;</li> </ul>

	<ul style="list-style-type: none"> <li>● Mark, assess and give written, verbal and diagnostic feedback to pupils as required.</li> <li>● Reflect systematically on the effectiveness of lessons and approaches to teaching; contributing to the design and provision of an engaging curriculum within the relevant subject area(s);</li> <li>● Contribute to the development of subject materials or resources.</li> <li>● Set high expectations which inspire, motivate and challenge pupils by establishing a safe and stimulating environment for pupils, rooted in mutual respect; setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;</li> <li>● Ensure your teaching has a positive impact on the progress and learning of the children you teach.</li> <li>● Demonstrate good subject and curriculum knowledge, with a secure knowledge of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English:</li> <li>● for Secondary trainees, ensure that Literacy and Numeracy requirements are reflected in the learning experience of students.</li> <li>● Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice;</li> <li>● Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring;</li> <li>● Use behaviour management techniques which are appropriate to pupils' needs and are in accordance with school policy, in order to involve and motivate them; exercising appropriate authority and acting decisively when necessary whilst maintaining good relationships with pupils;</li> <li>● Have high expectations of pupils with regard to punctuality, standards of work and homework.</li> <li>● Assess, record and report on the attendance, progress, and attainment of students, using relevant data, and to keep accurate records as required.</li> <li>● Contribute to oral and written assessments and reports relating to individual students and groups of students.</li> <li>● Know about assessment of students in your subject area as required by examination bodies, departmental and academy procedures.</li> <li>● Ensure the effective deployment of classroom support.</li> <li>● Maintain teaching areas in a safe and organised manner.</li> <li>● Communicate effectively with individuals holding parental responsibility with regard to pupils' achievements and well-being.</li> </ul>
<b>Personal learning</b>	<ul style="list-style-type: none"> <li>● Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support;</li> <li>● Participate fully in training activities arranged in school/by the SCITT and meet all deadlines</li> <li>● Reflect on strengths and weaknesses in your practice and be open to advice, coaching and Mentoring from your Mentors and others.</li> <li>● Act on agreed weekly targets.</li> <li>● Gather, organise and present evidence to demonstrate your progress against the Teachers' Standards.</li> </ul>