

PERSONNEL SPECIFICATION

Post: Teacher of Performing Arts A2 / Drama GCSE and English to KS3 (Full Time Temporary for One Year)

FACTOR	ESSENTIAL	DESIRABLE
1. Qualifications/Training	<ul style="list-style-type: none"> • Qualified teacher as recognised by DE • Registered or eligible for registration with GTCNI • Honours Degree (2:2 minimum in a related discipline) 	<ul style="list-style-type: none"> • Grades in Musical Theatre / Speech & Drama • A Level qualification in a Drama related subject
2. Experience/knowledge	<ul style="list-style-type: none"> • Experience of teaching Performing Arts / Drama • Experience of teaching English at Key Stage 3 • Experience of contributing to productions • Experience of effective strategies to monitor and evaluate student progress 	<ul style="list-style-type: none"> • Experience of teaching A Level Performing Arts / Drama • Experience of teaching CCEA GCSE Drama • Ability/willingness to offer additional subject(s) • Knowledge of Curriculum Development • Experience of organising and delivery extra-curricular activities within the subject area • Involvement in Amateur theatre and / or school production
3. Skills	<ul style="list-style-type: none"> • Awareness of effective strategies to maintain motivation and discipline in the classroom • High level of proficiency in ICT • Evidence of ability to develop Individual Educational Plans (IEP) for pupils 	<ul style="list-style-type: none"> • Demonstrate ability to build effective working relationships • Ability to Drama and performance within the school community
4. Personal Qualities	<ul style="list-style-type: none"> • Demonstrate a caring, pastoral and child-centred approach • Positive attitude towards development • Commitment to life-long learning • High standards of personal and professional presentation • Ability to work within a team • Organised, reflective and innovative • Commitment to aim and values of a Lasallian school • Clear communication skills 	<ul style="list-style-type: none"> • Evidence of a creative approach • Willingness to adopt change • Evidence of high levels of self-management