

Person Specification Main Scale Teacher

	ESSENTIAL	DESIRABLE	HOW ASSESSED *
Qualifications	<ul style="list-style-type: none"> Degree or relevant qualification and experience. Qualified Teacher Status. 	<ul style="list-style-type: none"> Evidence of continued professional development. Related academic qualifications which show high standards of candidate's Maths and English. 	A
Experience	<ul style="list-style-type: none"> Successful teaching within EYFS, Key Stage 1 or and Key Stage 2 phase providing a curriculum that ensures a high standard of achievement for all pupils. Evidence of good or outstanding teaching which impacts children's progress. 	<ul style="list-style-type: none"> Working with learners from a variety of social and cultural backgrounds. Supporting learners with SEN. Working with parents/carers and multi agencies. 	A I R
Knowledge and Understanding	<ul style="list-style-type: none"> The requirements of the National Standards for Teachers. Monitoring, assessment, recording and reporting learners' progress. A secure understanding of assessment for learning strategies in order to impact positively on children's progress. The importance of community working. The theory and practice of providing effectively for the individual needs of all learners. An understanding of the current National Frameworks for English and Maths. A broader understanding of the curriculum and creative opportunities to engage pupils. Safeguarding practices. Responsibilities under the SEN Code of Practice. The teaching of phonics. 	<ul style="list-style-type: none"> The importance of developing an effective learning environment to enhance learning. 	A I O

Skills/ Abilities	<ul style="list-style-type: none"> • Actively promote the school's values, aims and objectives. • Develop good professional relationships within and across teams. • Establish effective relationships with learners, parents/carers and the school community. • Effectively manage challenging behaviour. • Create an environment that promotes independence, creativity and challenge. • Demonstrate good ICT skills. • Support the development of a curriculum area. • Demonstrate excellent literacy/numeracy skills. • Lead and manage support staff to ensure effective learning. • Reflect upon and adapt practice. 	<ul style="list-style-type: none"> • Support the co-ordination of a core subject area. • Make an additional contribution to extra curricular activities. 	R A I O
Personal Characteristics	<ul style="list-style-type: none"> • Professionalism. • Effective communication skills • Approachability and sensitivity. • Excellent organisational skills. • Honesty, reliability and confidentiality. • Flexibility, enthusiasm, resilience and drive. • A commitment to further professional development and training. • Ability to inspire, engage and motivate all learners to reach their full potential. 	<ul style="list-style-type: none"> • Creative and dynamic approaches. 	I R
<p>In the first instance, we assess applications against the following elements:</p> <ul style="list-style-type: none"> • Overall presentation • Use of standard English • Grammatical accuracy <p>If an application does not meet the expected standard, it will be discarded before being matched to the person specification.</p>			
<p>*A = Application Form; I = Interview; R = Reference; O = Observation</p>			