



PERSON SPECIFICATION – Upper Key Stage 2 Teacher

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> Qualified Teacher Status	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Relevant Degree or equivalent	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and experience in either early years, Key Stage 1 or Key Stage 2	E	Application form/Interview/ Task (if applicable)/ References
<input type="checkbox"/> Established and evidenced practice as a good / outstanding teacher	E	
<input type="checkbox"/> Evidence of a commitment to own professional development	E	
<input type="checkbox"/> Ability to contribute to the professional development/mentoring of colleagues, as required.	E	
<input type="checkbox"/> Evidence of high achievement in teaching in Year 5 or 6	E	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Proven ability to raise standards in classrooms	E	Application form/Interview/ Task (if applicable)/ References
<input type="checkbox"/> An understanding of the components which comprise outstanding teaching and learning	E	
<input type="checkbox"/> Use of assessment information to improve own practice and raise standards	E	
<input type="checkbox"/> Effective use of different strategies to promote good learning relationships and high rates of progress in an inclusive environment	E	
<input type="checkbox"/> Use of intervention strategies to address identified issues for individual pupil development and progress	E	
<input type="checkbox"/> Awareness of the latest developments and initiatives in education	E	
<input type="checkbox"/> Developing high quality learning strategies and monitoring learner progress to raise attainment	E	
<input type="checkbox"/> Working effectively as a Mentor, when required.	E	



<input type="checkbox"/> Effective use of Assessment for Learning to engage learners as active participants in their learning	E	
<input type="checkbox"/> Ability to contribute to curriculum development,	E	
<input type="checkbox"/> Ability to plan and resource effective learning programmes and lessons to meet curricular objectives and individual pupils needs	E	
<input type="checkbox"/> Ability and willingness to contribute to school and Academy wide planning activities.	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> Excellent interpersonal and communication skills	E	Application form/Interview/ Task (if applicable)/ References
<input type="checkbox"/> The ability to foster positive professional relationships and work effectively with teaching staff of varying experience	E	
<input type="checkbox"/> Highly motivated with an ability to show resilience whilst working with competing demands	E	
<input type="checkbox"/> Have a commitment to making a difference in the lives and outcomes of students through education.	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/ Task (if applicable)/ References
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	D	