

PERSON SPECIFICATION – Upper Key Stage 2 Teacher (TLR2)

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"/> Degree or Equivalent	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Qualified Teacher Status	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Knowledge and experience of teaching in Upper Key Stage 2	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Established and evidenced practice as an 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"/> Experience of working across schools or with other professionals.	E	
<input type="checkbox"/> Experience of working with and reporting to other stakeholders.	E	
<input type="checkbox"/> Experience of developing and leading a team in a key area.	E	
Skills and Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Proven ability to raise standards in Year 6	E	Application form/Interview/ Task (if applicable)
<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	E	

<input type="checkbox"/> Working effectively as a Mentor, when required.	E	
<input type="checkbox"/> Affective 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 and willingness to contribute to school and Academy wide planning activities.	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> Excellent communications skills with proven ability to communicate with a range of stakeholders including teachers, parents and other professionals.	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Excellent team work skills including the ability to be a good team member as well as team leader	E	
<input type="checkbox"/> Ability to work outside normal Trust/Academy hours in line with needs of the service provision	E	
<input type="checkbox"/> A flexible approach	E	
<input type="checkbox"/> Ability to manage own time to meet competing demands	E	
<input type="checkbox"/> A positive attitude and commitment to equality.	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)
<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	