## PERSON SPECIFICATION – Key Stage 1/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** |
|---|---|---|
| ▪ Qualified Teacher Status | **E** | Application form/Interview/ Task (if applicable) |
| ▪ Relevant Degree or equivalent | **E** | |
| **Knowledge & Experience** | **Essential/Desirable** | **How Identified** |
| ▪ Knowledge and experience in Key Stage 1 and Key Stage 2 | **E** | Application form/Interview/ Task (if applicable)/ References |
| ▪ Established and evidenced practice as a good / outstanding teacher | **E** | |
| ▪ Evidence of a commitment to own professional development | **E** | |
| ▪ Ability to contribute to the professional development/mentoring of colleagues, as required | **E** | |
| ▪ Evidence of high achievement in teaching across the age range | **E** | |
| **Skills & Key Criteria** | **Essential/Desirable** | **How Identified** |
| ▪ Proven ability to raise standards in classrooms | **E** | Application form/Interview/ Task (if applicable)/ References |
| ▪ An understanding of the components which comprise outstanding teaching and learning | **E** | |
| ▪ Use of assessment information to improve own practice and raise standards | **E** | |
| ▪ Effective use of different strategies to promote good learning relationships and high rates of progress in an inclusive environment | **E** | |
| ▪ Use of intervention strategies to address identified issues for individual pupil development and progress | **E** | |
| ▪ Awareness of the latest developments and initiatives in education | **E** | |
| ▪ Developing high quality learning strategies and monitoring learner progress to raise attainment | **E** | |
| ▪ Working effectively as a Mentor, when required | **E** | |

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|---|---|---|
| ▪ Effective use of Assessment for Learning to engage learners as active participants in their learning | **E** | |
| ▪ Ability to contribute to curriculum development | **E** | |
| ▪ Ability to plan and resource effective learning programmes and lessons to meet curricular objectives and individual pupils needs | **E** | |
| ▪ Ability and willingness to contribute to school and Academy wide planning activities | **E** | |
| **Personal Attributes** | **Essential/Desirable** | **How Identified** |
| ▪ Excellent interpersonal and communication skills | **E** | Application form/Interview/ Task (if applicable)/ References |
| ▪ The ability to foster positive professional relationships and work effectively with teaching staff of varying experience | **E** | |
| ▪ Highly motivated with an ability to show resilience whilst working with competing demands | **E** | |
| ▪ Have a commitment to making a difference in the lives and outcomes of students through education. | **E** | |
| ▪ Ability to travel to multi-site locations across the Trust | **E** | |
| **Equal Opportunities** | **Essential/Desirable** | **How Identified** |
| ▪ 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 |
| ▪ Commitment to equal opportunities policies relating to gender, race and disability in an educational context | **E** | |
| **Safeguarding** | **Essential/Desirable** | **How Identified** |
| ▪ Commitment to the protection and safeguarding of children and young people | **E** | Application form/Interview/ Task (if applicable) |
| ▪ Has up to date knowledge of relevant legislation and guidance in relation to working with young people | **D** | |