

PERSON SPECIFICATION- 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	E	
▪ Completion of NQT Period	E	
▪ Evidence of further training	D	
▪ Read, Write Inc phonics trained	D	
▪ Primary Writing Project trained	D	
▪ Willingness to work towards professional/other qualifications	D	
Knowledge & Experience	Essential/Desirable	How Identified
▪ Knowledge and experience in Key Stage 1 & 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	
▪ Primary teaching experience across at least 2 different phases	E	
▪ A record of highly effective teaching and classroom practice	E	
▪ Knowledge of the structure and content of the Primary Curriculum	E	
▪ Excellent understanding of how children learn	E	
▪ A strong commitment to inclusion and high expectations of all learners	E	
▪ Provision of a structured, ordered learning environment to aid pupil attainment, progress and independence	E	
▪ Ability to effectively use assessment to improve own practice and raise standards	E	
▪ Knowledge of intervention strategies and how they can be effectively used to improve outcomes for pupils	E	
▪ At least 4 years' teaching experience in primary schools	E	

<ul style="list-style-type: none"> ▪ Experience of planning for pupils with SEND or additional needs and the issues which may relate to this 	D	
<ul style="list-style-type: none"> ▪ Ability to offer a high-quality remote learning experience 	D	
<i>English Subject Lead (In addition to the above)</i>	Essential/Desirable	How Identified
<ul style="list-style-type: none"> ▪ Excellent knowledge of the Primary English curriculum in all key stages 	E	Application form/Interview/ Task (if applicable)/ References
<ul style="list-style-type: none"> ▪ Excellent personal English subject knowledge (e.g. grammar, spelling, reading) 	E	
<ul style="list-style-type: none"> ▪ Experience of successful design, implementation and review of curriculum impact in English (or aspects of English) 	E	
<ul style="list-style-type: none"> ▪ Experience of having led successful whole school initiatives 	D	
<ul style="list-style-type: none"> ▪ Ability to effectively analyse and use assessment and data to evaluate provision and set targets 	D	
<ul style="list-style-type: none"> • Proven ability at middle leadership level 	D	
<ul style="list-style-type: none"> ▪ Ability to motivate, support and lead staff in all aspects of the English curriculum 	E	
<ul style="list-style-type: none"> ▪ Wide experience of offering CPD and the ability to develop and support colleagues 	E	
<ul style="list-style-type: none"> ▪ An understanding of the Primary Writing Project approach to developing pupils' writing 	D	
<ul style="list-style-type: none"> ▪ An effective understanding of phonics 	E	
Skills & Key Criteria	Essential/Desirable	How Identified
<ul style="list-style-type: none"> ▪ Passionate about self-improvement and the improvement of others 	E	Application form/Interview/ Task (if applicable)/ References
<ul style="list-style-type: none"> ▪ Ability to quickly establish professional relationships and take an active role within a team 	E	
<ul style="list-style-type: none"> ▪ Ability to effectively prioritise workload and meet deadlines 	E	
<ul style="list-style-type: none"> ▪ Ability to communicate effectively in a variety of situations and with a variety of stakeholders including tact and diplomacy 	E	
<ul style="list-style-type: none"> ▪ Ability to act under own initiative and make evidence-based decisions 	E	
<ul style="list-style-type: none"> ▪ Work effectively as a mentor, when required 	E	
<ul style="list-style-type: none"> ▪ Ability and willingness to contribute to whole school and Trust-wide activities 	E	
<i>English Subject Lead (in addition to the above)</i>	E	
<ul style="list-style-type: none"> ▪ Ability to effectively communicate a clear vision for English across school 	E	
<ul style="list-style-type: none"> ▪ Keep abreast of developments in Primary English 	E	

<ul style="list-style-type: none"> Provide advice and support to the Head of School when required 	E	
<ul style="list-style-type: none"> Provide a range of reports relating to English provision in school when required 	E	
<ul style="list-style-type: none"> Ability to interpret and analyse a range of data 	D	
<ul style="list-style-type: none"> Ability to liaise and work effectively with our phonics lead 	E	
<ul style="list-style-type: none"> Ability to lead and manage others with sensitivity and diplomacy 	E	
Special Knowledge	Essential/Desirable	How Identified
<ul style="list-style-type: none"> Ability of how to demonstrate creative application of English skills can be applied to other curricular subjects 	E	Application form/Interview/Task (if applicable)/References
Personal Attributes	Essential/Desirable	How Identified
<ul style="list-style-type: none"> Excellent interpersonal and communication skills 	E	Application form/Interview/Task (if applicable)/References
<ul style="list-style-type: none"> The ability to foster positive professional relationships and work effectively with teaching staff of varying experience 	E	
<ul style="list-style-type: none"> Highly motivated with an ability to show resilience whilst working with competing demands 	E	
<ul style="list-style-type: none"> Have a commitment to making a difference in the lives and outcomes of students through education. 	E	
<ul style="list-style-type: none"> Ability to travel to multi-site locations across the Trust 	E	
<ul style="list-style-type: none"> Enthusiasm and flexibility 	E	
<ul style="list-style-type: none"> Self-assurance 	E	
<ul style="list-style-type: none"> Sensitivity whilst working with others 	E	
<ul style="list-style-type: none"> Ability to be reflective and act upon construct advice 	E	
<ul style="list-style-type: none"> Self-organisation 	E	
<ul style="list-style-type: none"> Ability to work independently 	E	
Equal Opportunities	Essential/Desirable	How Identified
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> ▪ Commitment to equal opportunities policies relating to gender, race and disability in an educational context 	E	applicable)/ References
Safeguarding	Essential/Desirable	How Identified
<ul style="list-style-type: none"> ▪ Commitment to the protection and safeguarding of children and young people 	E	Application form/Interview/ Task (if applicable)
<ul style="list-style-type: none"> ▪ Has up to date knowledge of relevant legislation and guidance in relation to working with young people 	D	Task (if applicable)