

**Person Specification: Teacher**

**Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

# Essential

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| --- | --- |
| 1  | A DfE recognised and relevant teaching qualification.  |
| 2  | Able to design and teach effective lessons and learning activities across the relevant curriculum (including EYFS), age and ability ranges including personalising learning to meet individual needs.  |
| 3  | Experience of teaching and up to date teaching practices. |
| 4  | Experience of teaching in different year groups, including nursery and/or reception.  |
| 5  | A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies.  |
| 6  | Good communication skills – both oral and written. |
| 7 | A good team player, and someone who is flexible and adaptable. |
| 8  | Evidence of relevant and on-going professional development and training, *(not applicable for an ECT.)*  |

# Desirable

|  |  |
| --- | --- |
| 8  | A BA/BSc Degree.  |
| 9  | Other interests / expertise that would benefit learners and the school.  |
| 10  | An interest in speech, language and communication development.  |
| 11  | Willingness to take part in extra-curricular activities.  |

# Part B: Assessment Stage

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

# Essential

|  |  |
| --- | --- |
| 1  | An understanding and ability to set realistic and challenging targets and be able to assess and review learners’ progress.  |
| 2  | Able to communicate effectively with children, young people, colleagues and parents/carers.  |
| 3  | Able to engage and motivate learners in the school environment.  |
| 4  | Able to contribute to and support the development of the curriculum.  |
| 5  | Have positive values, attitudes and have high expectations for learners.  |
| 6  | Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their wellbeing.  |
| 7  | Able to work collaboratively as member of a team and contribute to the professional development of colleagues, including the sharing of effective practice |
| 8  | Able to plan, organise and prioritise and manage time effectively.  |
| 9  | Good verbal and interpersonal skills  |
| 10  | Able to use ICT knowledge and skills in the learning environment.  |
| 11  | Have positive values, attitudes and have high expectations for learners.  |

# Desirable

|  |  |
| --- | --- |
| 12  | A willingness and / or ability to teach across the full primary age range  |
| 13  | Willing and able to contribute to extra-curricular activities.  |
| 14  | Willing and able to contribute to whole school development initiatives / school improvement planning / self-evaluation.  |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method**  |  | **Method**  |  |
| Interview  | Yes | Presentation  | No  |
| Lesson Observation  | Yes | Structured discussion with pupils  | No |
| Other (specify)  | No  | Other (specify)  | No  |

# Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1  | Enhanced Certificate of Disclosure from the Disclosure and Barring Service  |
| 2  | Additional criminal record checks if applicant has lived outside the UK  |
| 3  | Barred List Check  |
| 4  | Professional Registration/QTS check with the National College for Teaching and Leadership  |
| 5  | Two references from current and previous employers (or education establishment if applicant not in employment)  |
| 6 | Right to Work check and any other statutory check required by an educational establishment. |
| 7 | Medical clearance-as required under the Education (Health Standards) (England) Regulation 2003 |

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