

**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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