

## Person Specification Main Scale Teacher

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW ASSESSED *</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree or relevant qualification and experience.</li> <li>• Qualified Teacher Status.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued professional development.</li> <li>• Related academic qualifications which show high standards of candidate's Maths and English.</li> </ul>	A
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching <b>within EYFS/Key Stage 1/Key Stage 2</b> providing a curriculum that ensures a high standard of achievement for all pupils.</li> <li>• Evidence of good or outstanding teaching which impacts children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with learners from a variety of social and cultural backgrounds.</li> <li>• Supporting learners with SEN.</li> <li>• Working with parents/carers and multi agencies.</li> </ul>	A I R
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• The requirements of the National Standards for Teachers.</li> <li>• The teaching of phonics</li> <li>• Monitoring, assessment, recording and reporting learners' progress.</li> <li>• A secure understanding of assessment for learning strategies in order to impact positively on children's progress.</li> <li>• The importance of community working.</li> <li>• The theory and practice of providing effectively for the individual needs of all learners.</li> <li>• An understanding of the current National Frameworks for English and Maths.</li> <li>• A broader understanding of the curriculum and creative opportunities to engage pupils.</li> <li>• Safeguarding practices including KCSIE</li> <li>• Responsibilities under the SEN Code of Practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge/experience of Read, Write Inc Phonics</li> <li>• The importance of developing an effective learning environment to enhance learning.</li> </ul>	A I O

<b>Skills/ Abilities</b>	<ul style="list-style-type: none"> <li>Actively promote the school's values, aims and objectives.</li> <li>Develop good professional relationships within and across teams.</li> <li>Establish effective relationships with learners, parents/carers and the school community.</li> <li>Effectively manage challenging behaviour.</li> <li>Create an environment that promotes independence, creativity and challenge.</li> <li>Demonstrate good ICT skills.</li> <li>Support the development of a curriculum area.</li> <li>Demonstrate excellent literacy/numeracy skills.</li> <li>Lead and manage support staff to ensure effective learning.</li> <li>Reflect upon and adapt practice.</li> </ul>	<ul style="list-style-type: none"> <li>Support the leadership of a core subject area.</li> <li>Make an additional contribution to extra curricular activities.</li> <li>A talent, passion or creative gift.</li> </ul>	<b>R A I O</b>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>Professionalism.</li> <li>Effective communication skills</li> <li>Approachability and sensitivity.</li> <li>Excellent organisational skills.</li> <li>Honesty, reliability and confidentiality.</li> <li>Flexibility, enthusiasm, resilience and drive.</li> <li>A commitment to further professional development and training.</li> <li>Ability to inspire, engage and motivate all learners to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>Creative and dynamic approaches.</li> </ul>	<b>I R</b>
<p>In the first instance, we assess applications against the following elements:</p> <ul style="list-style-type: none"> <li>Overall presentation</li> <li>Use of standard English</li> <li>Grammatical accuracy</li> </ul> <p>If an application does not meet the expected standard, it will be discarded before being matched to the person specification.</p>			
<p><b>*A = Application Form; I = Interview; R = Reference; O = Observation</b></p>			