

Person Specification – Teacher

Essential	Desirable
<ol style="list-style-type: none">1. Qualified Teacher Status (QTS) including proof of DfE registration number2. Recent experience of teaching children in KS23. Training in and understanding of the teaching of reading, including phonics4. A passion for teaching5. Up to date understanding of current developments in education6. Ability to work effectively within a team7. Ability to create a purposeful, calm, disciplined environment for learning8. Experience of partnership working with parents/other agencies9. Track record of being a successful and effective practitioner10. Ability to ensure the safeguarding and welfare of children and a working knowledge of child protection procedures11. Creative approach to teaching in the classroom12. Competent user of ICT for professional duties13. Understanding of statutory assessment procedures in primary schools	<ol style="list-style-type: none">1. Familiarity with Read Write Inc phonics programme2. Experience of working with children with a wide range of SEND3. Demonstrates a commitment to the life of a school outside of teaching in the classroom4. Familiarity with the White Rose maths programme5. Ambition to be a future school leader6. Experience in other Key Stages

Please note that this is not an exhaustive list and we expect all the common attributes of a very good teacher, such as professionalism, enthusiasm, dedication and commitment to be present in the successful candidate.

The requirements above will be explored through reading and discussing your **supporting statement, an observation of teaching, the interview process and from references**. If you have a professional portfolio it is useful to bring this to interview also.

A direct, pre-arranged teaching observation is a requirement, as part of the selection process.

The interview will also explore candidates' ability to perform the duties of the post and issues relating to safeguarding and promoting the welfare of children. The areas we will explore will be:

- Motivation to work with all children to secure rapid, accelerated progress in learning
- Ability to form and maintain appropriate relationships and personal boundaries with children
- Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline
- Openness to future professional development opportunities

If short listed, any relevant issues arising from a candidate's references will be taken up at interview.