



Ridgeway Primary School and Nursery

Southcote Road, South Croydon, CR2 0EQ
www.ridgewayprimaryschool.org.uk

RIDGEWAY PRIMARY AND NURSERY SCHOOL PERSON SPECIFICATION MINIMUM ESSENTIAL REQUIREMENTS

Professional Values and Practice

- ❖ Effective communication skills to develop the partnership with pupils, parents/carers and colleagues
- ❖ Awareness of the school environment, including links with the local community
- ❖ Commitment to professional development
- ❖ Good level of punctuality and attendance
- ❖ Be able to uphold the school's behaviour code
- ❖ Actively participate in staff training and staff meetings

Knowledge and Understanding

- ❖ Secure knowledge of the National Curriculum / Early Years Foundation Stage Curriculum
- ❖ Experience of using ICT effectively both in curriculum planning and teaching
- ❖ Understanding of your responsibilities under the SEND Code of Practice; knowledge of how to safeguard children
- ❖ Knowledge and experience of developing a purposeful learning environment that enables high quality discussion, thinking and challenge.
- ❖ Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning

Planning and Expectations

- ❖ Knowledge and experience of applying a framework of curriculum planning which:
 - Includes long and short term plans
 - Requires learning objectives to be identified for classes, groups and individuals
 - Enables monitoring, assessment and recording of pupils' progress.
- ❖ Work closely as part of a team of colleagues to undertake medium and short term planning
- ❖ Plan learning that builds on pupil's previous knowledge and experience, and enables pupils to develop lifelong learning skills
- ❖ Use high quality key questions to inspire enquiry and curiosity
- ❖ Understand the role of other professionals in maximizing pupils' learning
- ❖ Establish and consistently maintain high expectations of children's attitude to learning and outcomes, following through with children to continuously reinforce these expectations
- ❖ Make effective use of assessment information on pupils' attainment and progress and in planning future lessons

Teaching and Class Management

- ❖ Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils which ensures effective teaching and best use of available time
- ❖ Knowledge and experience of interactive teaching methods and collaborative group work, which enable pupils to take responsibility for their own learning
- ❖ Experience of enabling pupils with different learning needs and of varying abilities to maximise their learning through provision of differentiated activities
- ❖ Awareness of equality issues, including maximizing opportunities to explore and promote equality and raise awareness of diversity through teaching and learning
- ❖ Ability to effectively support sound procedures to ensure good behaviour and discipline with the collaboration of pupils, staff and parents within a school community committed to inclusion
- ❖ Foster each child's self-image and esteem and establish relationships which are based on mutual respect and cooperative learning

- ❖ Create a learning environment which develops high levels of resilience, confidence and independence in learners when they tackle challenging activities
- ❖ Enable a learning environment where children have opportunities to direct their own learning and make choices
- ❖ Have high expectations of achievement and behaviour

Qualifications

- ❖ To have completed DfE recognised initial teacher training course leading to Qualified Teacher Status

In order to comply with regulations for employment in schools the successful applicant will be required to provide an Enhanced Disclosure by the Criminal Records Bureau of any criminal record and inclusion in the List 99 (people who should not be permitted to work in a school).