

**PERSON SPECIFICATION – ABSENCE COVER TEACHER**

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|  | **CRITERIA** | **ESSENTIAL (E)****DESIRABLE (D)** | **METHOD OF****ASSESSMENT** |
|  |  | **E** | **D** | Application – AInterview – IReferences - R |
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| **EXPERIENCE** |
|  | Experience of working with classes or large groups of pupils | 🗸 |  | A, I, R |
|  | Experience of working in a secondary school |  | 🗸 | A |
|  |  |  |  |
| **QUALIFICATIONS / TRAINING** |
|  | Good standard of English & Mathematics at Grade C or above | 🗸 |  | A |
|  | HLTA qualification advantageous |  | 🗸 | A |
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| **APTITUDES AND ABILITIES** |
|  | Ability to apply good behaviour management strategies in the classroom | 🗸 |  | A, I, R |
|  | High level of literacy and numeracy to teach pupils in these areas | 🗸 |  | A, I, R |
|  | Communication/presentation skills to communicate lesson plans to pupils and explain complex issues in an easily understandable way | 🗸 |  | A, I, R |
|  | Caring and ability to manage the emotional, cultural and social needs of students in class. | 🗸 |  | A, I, R |
|  | Ability to maintain a positive and calm learning environment. | 🗸 |  | A, I, R |
|  | Ability to work as part of a team to provide seamless cover for absent teachers | 🗸 |  | A, I, R |
|  |  |  |  |
| **KNOWLEDGE** |
|  | Be familiar with the full range of school policies, particularly those regarding health and safety, equal opportunity issues and special educational needs (SEN) | 🗸 |  | A, I, R |
|  | Have the necessary skills to safely manage classroom activities, the physical learning space and resources for which they are responsible. | 🗸 |  | A, I, R |
|  | Understand and be able to use a range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs. |  | 🗸 | A, I, R |
|  | Awareness of child protection and bullying issues | 🗸 |  | A, I, R |
|  |  |  |  |
| **ATTITUDE / MOTIVATION** |
|  | Ability to be flexible and use initiative | 🗸 |  | I, R |
|  | Patience and resilience | 🗸 |  | I, R |
|  | Willingness to learn and help the learning of others by sharing training and experience | 🗸 |  | I, R |
|  | Commitment to inclusive education | 🗸 |  | I, R |
|  | Fully support of the school’s ethos and Mission Statement | 🗸 |  | I |