

Barford Primary School

AHT (KS1) role – Main Scale PERSON SPECIFICATION

Assessment focus: - blue shading

- 1 Written application 2 Documentary evidence 3 Interview process 4 References

| EDUCATION AND PROFESSIONAL QUALIFICATIONS | Essential/Desirable | Assessment focus | | | |
|--|---------------------|------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Degree | Essential | | | | |
| Higher level degree in relevant area. | Essential | | | | |
| Qualified Teacher status | Desirable | | | | |
| Other qualifications/CPD specific to primary school teaching | Desirable | | | | |

| EXPERIENCE AND SKILLS | | | | | |
|--|-----------|--|--|--|--|
| Excellent interpersonal, communication and organisational skills | Essential | | | | |
| Excellent teaching skills which promote children's learning. | Essential | | | | |
| Positive attitudes and high expectations. | Essential | | | | |
| Ability to motivate children to do their best. | Essential | | | | |
| Ability to be a very effective teacher of children with EAL and SEND. | Essential | | | | |
| Very good behaviour management. | Desirable | | | | |
| Good awareness of inclusion and equalities issues. | Essential | | | | |
| Confident ICT skills | Essential | | | | |
| Evidence of outstanding teaching | Desirable | | | | |
| Successful experience of teaching in a multilingual, multi-faith school | Desirable | | | | |
| Ability to speak a community language: Arabic, Bengali, Gujarati, Hindi, Punjabi, Somali or Urdu | Desirable | | | | |
| Ability to show evidence of impacting positively on children's progress. | Desirable | | | | |
| Evidence of outstanding teaching of teaching phonics | Desirable | | | | |
| Ability to teach across the primary curriculum | Desirable | | | | |
| Experience of a suitable management role in either KS1 | Essential | | | | |

| WORKING WITH CHILDREN | | | | | |
|--|-----------|--|--|--|--|
| An ability to be a personal role model of professionalism, having high expectations of self and others | Essential | | | | |
| To uphold and model our school values | Essential | | | | |
| Ability and willingness to implement the school's policies and procedures associated with managing pupils' behaviour | Essential | | | | |
| Ability and willingness to implement the school's policies and procedures associated with teaching and learning | Essential | | | | |
| Be able to plan and deliver lessons that motivate, inspire and challenge children of all abilities to want to learn | Essential | | | | |

| | | | | | |
|---|-----------|--|--|--|--|
| Ability to mark work and provide pupils with feedback to move their learning forward | Essential | | | | |
| Experience of assessing, tracking and monitoring pupils' progress | Desirable | | | | |
| Experience of differentiation to meet the needs of all children including the more able and those with SEND | Desirable | | | | |
| WORKING WITH OTHERS | | | | | |
| Effectively guide and manage the work of a teaching assistant | Essential | | | | |
| Be able to effectively operate as part of a team | Essential | | | | |
| Ability to develop and maintain positive relationships with children and adults | Essential | | | | |
| OTHER | | | | | |
| Commitment to equality of opportunity and support for bilingual learners. | Essential | | | | |
| Good organisation and ability to meet deadlines. | Essential | | | | |
| Enhanced DBS | Essential | | | | |
| Excellent attendance, punctuality and health record | Essential | | | | |
| Personal commitment to professional development | Essential | | | | |
| Knowledge of child safeguarding procedures | Essential | | | | |

