Person Specification for Teacher



We are looking for a successful candidate who demonstrates a range of the following attributes:

* A good/outstanding teacher with experience of teaching in the Primary Phase, specifically EYFS and KS1
* The ability to teach children with varying abilities and needs
* A precise knowledge of teaching high quality maths and literacy
* A passion for teaching and learning and a desire to promote pupil progress and development
* A sense of humour
* Good organisational skills
* A warm rapport with children
* A high level of motivation, enthusiasm and a positive attitude
* A sound knowledge and understanding of the National Curriculum and EYFS Framework
* An interest in professional development
* A commitment to assessment for learning
* A sound knowledge and understanding of computing and how to engage pupils in this curriculum area
* Good interpersonal skills enabling effective communication with parents, children and colleagues
* The ability to delegate purposeful tasks to other adults in the classroom
* An awareness of the SEN code of practice and how this impacts on the children in your class, both specific learning difficulties, additional educational needs and gifted/talented pupils
* A desire to work in a Church of England school that celebrates its Christian ethos
* Ability to teach lessons which contain the 6 core features outlined below
* **A commitment to safeguarding and pupil welfare**

**All lessons at Holy Cross CEP have 6 core features**

1. **Pace**

The children are actively learning for the maximum amount of time.

Introductions are not too long and always engage the children.

1. **Differentiation / pitch**

There are a minimum of three levels of work.

The work is a challenge but not so hard they fail.

The introduction may be split to allow more able and less able to work at the appropriate level.

Information from marking and the children’s levels is used accurately.

Pupils engage in meaningful self-assessment.

1. **Behaviour / engagement**

The children are on task – no one is messing around or passively disengaging.

The lessons are interactive, fun and motivate the children.

All the pupils’ learning styles are catered for.

1. **Pupils know what they are learning**

Clear success criteria that are broken down into achievable steps and written as a Learning Label.

The children know how to be successful from clear well thought out explanations and teacher modelling.

1. **Quality questioning**

Open and closed questions.

Questions that respond to pupils’ needs.

Questions that challenge.

Questions that support.

Questions that are inclusive.

1. **Progress**

All children must be able to show that they are better at something by the end of the lesson. This means that a careful eye must be kept on all groups by the teacher and TA. Time must be allocated to guided groups to ensure pupils receive focused teaching and progress in their learning.

Pupils’ books evidence that they can improve their work and opportunities are planned for this to happen.