



Person Specification for teacher April 2016

These criteria will be used for selection purposes. Candidates will be selected for interview by the extent to which they meet the criteria on the application form. The criteria will also be used for selection at the interview stage.

Arnhem Wharf Primary School is committed to safeguarding and promoting the welfare of all children and expects all members of staff to share this commitment.

	Essential	Desirable	Evidenced
Qualifications and training	<ul style="list-style-type: none"> • Educated to degree level (+) • Qualified teacher status (UK) • Evidence of commitment to own continuing professional development 	<ul style="list-style-type: none"> • Evidence of continued professional learning 	Application Form

Experience	<ul style="list-style-type: none"> • Successful teaching experience in a primary school (teaching practice for prospective NQTs) 	<ul style="list-style-type: none"> • Experience of work with children/young people across the ability range • Experience of work with children who have English as an additional language 	<p>Application Form</p> <p>References (if short listed)</p> <p>Lesson observation</p>
Knowledge and Understanding	<ul style="list-style-type: none"> • Of how children learn • Of the life changing impact of high quality teaching and learning • Of the factors which support high levels of achievement for all children • Of the National Curriculum/Early Years curriculum and its assessment • Of safeguarding and child protection 	<ul style="list-style-type: none"> • Deep understanding of the ways in which children are motivated to learn, acquire knowledge and understanding and retain it • Of the curriculum and assessment for children in the Early Years, the primary phase and beyond 	<p>Application form</p> <p>Interview</p> <p>Lesson observation</p>
Skills and Attributes	<ul style="list-style-type: none"> • The ability to work collaboratively with a wide range of colleagues • The ability to develop and maintain positive and effective working relationships with all members of the school community • The ability to promote high standards of behaviour and to create a positive ethos within the class 	<ul style="list-style-type: none"> • Innovative, creative and solution focused thinking • Empathy and the ability to communicate understanding of the needs, aspirations and motivations of others • The ability to positively influence, motivate and inspire others 	<p>Application form</p> <p>Interview</p> <p>Lesson observation</p> <p>Written task</p>

	<ul style="list-style-type: none"> • The ability to motivate and enthuse children about learning • Excellent written and oral communication skills • A willingness to learn from mistakes and the ability to give and receive honest and constructive feedback 		
Professional and personal qualities	<ul style="list-style-type: none"> • Reliable and hard working • A commitment to high standards of achievement for all and determination to succeed in this • A commitment to inclusion and to equality of opportunity • A commitment to prioritising the safeguarding and promoting the welfare and personal and social development of all children • Flexibility, adaptability, enthusiasm and confidence. 	<ul style="list-style-type: none"> • Track record of enabling children to succeed despite challenging circumstances • Demonstrable experience of resilience, with experience of sustaining energy, optimism and motivation in challenging circumstances 	Application Form References (if short listed) Interview

Upper Pay Range

The criteria (as stated in our pay and performance management policies) for progression to/remuneration at the upper pay scale is as follows:

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- ***the teacher is highly competent in all elements of the relevant standards; and***
- ***the teacher's achievements and contribution to the school are substantial and sustained.***

'highly competent' is defined as:

... performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

'substantial' is defined as:

... of real importance, validity or value to the school. For example, to play a critical role in the life of the school; to provide a role model for teaching and learning; to make a distinctive contribution to the raising of pupil standards; to take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

'sustained' is defined as:

... maintained continuously over a long period, for example, two school years.

Please refer to the job descriptions for the main professional scale and the upper pay scale for more detail of the expectations of a teacher paid on each scale.

