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| **PERSON SPECIFICATION** |

You must demonstrate on your application form and during the selection process that you meet the following essential criteria:-

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| ***EDUCATION AND EXPERIENCE*** | ***Qualifications***1. Qualified Teacher Status and evidence of appropriate subsequent continuing professional development.

Experience 1. Experience of teaching, including during Initial Teaching Training of either EYFS, key stage 1 or 2.
2. Proven experience of leading and managing change at an appropriate level including the curriculum and classroom organisation and administration in a primary school.
3. Proven experience of high standards of primary classroom practice and of teaching area of responsibility.

**Personal Qualities**1. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.
2. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.

***Commitment to Excellence*** 1. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.
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| ***SKILLS, KNOWLEDGE & ABILITIES*** | Leading and Managing Development1. Evidence of a clear view about the future development of an area in schools and the potential to lead a managed change.

*Educational and Curriculum Matters*1. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
2. Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
3. A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum or the Foundation Stage and learning strategies for children of all abilities.
4. Evidence of good general knowledge of the requirements of the National Curriculum or Foundation Stage and education in the broadest sense.
5. Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.

***Performance Review***1. Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

Behaviour and Ethos 1. Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the Academy.
2. Commitment and willingness to meet the needs of the ethos and flexible working arrangements of the Academy.

Needs of Young Children1. Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

*Interpersonal Skills* 1. Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of Frank Barnes School for Deaf Children, the Local Authority and relevant agencies as required.

*Communication*1. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

***Health and Safety.*** 1. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.

***Equal Opportunities*** 1. Evidence of commitment to Equal Opportunities both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child’s identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.
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