## PERSON SPECIFICATION

### Attainments

* Qualified teacher status plus evidence of continuous professional development

### Experience

* Experience as a class teacher in at least one phase of primary education
* Planning for and teaching an assigned class of pupils within the statutory requirements of the National Curriculum
* Meeting statutory requirements in the recording of pupils’ progress and attainment
* Liaising with parents/carers, other schools, outside agencies and the community
* Maintaining a well organised and stimulating classroom in which pupils are encouraged to learn with confidence and high self-esteem
* Experience of teaching children of mixed ability levels
* Familiarity with subject-specific health and safety requirements, where relevant, and the ability to plan lessons to avoid potential hazards

### Knowledge and Understanding

* A sound understanding of the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and foundation subjects and RE
* A sound understanding of the breadth of content covered by the National Curriculum across the primary core and foundation subjects and RE
* A sound understanding of how pupils’ learning is affected by their physical, intellectual, emotional and social development
* A sound understanding of the role of assessment and record keeping in supporting the progress of pupils
* A sound understanding of the purpose of target setting at both class and individual level in order to raise standards

### Skills and Abilities

An ability to teach pupils in such a way that ensures progression through:

* Identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
* Setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
* Meeting the needs of all pupils, including the most able, through the practice of differentiation in planning and also knowing where to go to get help in order to give targeted support
* Setting appropriate and challenging expectations for pupils’ learning, motivation and presentation of work
* Setting clear targets for pupils’ learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do
* Identifying pupils who have special educational needs and working within the Code of Practice to support their progress
* Providing clear structures for lessons in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
* Making effective use of assessment information on pupils’ attainment and progress in their teaching and planning future lessons
* Making use of effective questioning techniques
* Planning opportunities to contribute to pupils’ personal, spiritual, moral, social and cultural development
* Ensuring effective teaching in order that teaching objectives are met and best use is made of available teaching time
* Monitoring class progress and intervening to ensure sound learning and discipline
* Establishing and maintaining a purposeful working atmosphere
* Setting high expectations for pupils’ behaviour and developing positive relationships
* Establishing a safe environment in which pupils feel secure, confident

and valued

* Making good use of learning resources including ICT
* Exploiting opportunities to improve pupils’ basic skills in literacy, numeracy and ICT and in both individual and collaborative study skills
* Setting high expectations for all pupils within a framework of equal opportunities
* Exploiting opportunities to contribute to the quality of pupils’ wider development including their personal, spiritual, moral, social and cultural development
* Evaluating their own teaching critically and using this to improve their own effectiveness