

THE EDWARD RICHARDSON PRIMARY SCHOOL



Teacher Person Specification

	Essential	Desirable	Evidence
Qualifications and general experience	<ul style="list-style-type: none"> • Qualified Teacher Status • A commitment to professional development • Recent teaching experience in the primary phase 	<ul style="list-style-type: none"> • Evidence of relevant CPD • Experience in Year 2 and/or 3 • Leadership qualification (e.g. NPQML/NQPSL) 	A, R
Personal attributes	<ul style="list-style-type: none"> • Demonstrates commitment, reliability and integrity • Communicates effectively orally and in writing • Has energy and resilience • Adaptable to changing circumstances and new ideas • Able to work towards deadlines with high levels of accuracy • Strong organisation skills 		A, R, I
Professional knowledge and experience	<ul style="list-style-type: none"> • A track record of excellent classroom practice/teaching practice • Understanding of strategies to support successful outcomes for all children • Knowledge of the primary phase curriculum and assessment • Ambition to take on subject leadership or experience of subject lead responsibility 	<ul style="list-style-type: none"> • Teaching across more than one year group • Teaching of mixed age classes 	A, R, I
Professional Skills	<ul style="list-style-type: none"> • Meets the needs of children whatever their ability or background • Communicates and promotes the aims and objectives of the school • Committed to working with parents, colleagues and other agencies in a positive and constructive manner • Makes appropriate judgements over issues of confidentiality and safeguarding • Understanding of a range of behaviour management strategies • Awareness of the principles of Assessment for Learning and effective feedback for pupils • Effective deployment of teaching assistants to ensure effective support for all children • Strong belief in delivering the full curriculum to develop the whole child 		A, R, I
Professional Philosophy and Commitment	<ul style="list-style-type: none"> • Believes that primary education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for secondary school • Reflective practitioner committed to improving practice • Knowledge and experience of new initiatives in education • Prepared to be involved in the whole life of the school • Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global) 		A, R, I

