**Person Specification**

###### *Key: A = Application I = Interview R = Reference*

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| Selection criteria | Method of Assessment | Essential  | Desirable |
| **1. Qualification and Training:** |
| 1.1 Qualified teacher status | A, I, R | ✓ |  |
| 1.2 A continued commitment to own professional development | I | ✓ |  |
| 1.3 Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children | A & I | ✓ |  |
| 1.4 Knowledge of current legislation, guidance and developments relating to the subject area | A & I | ✓ |  |
| 1.5 Involvement in, and organisation of, wider school activities including extra-curricular activities | A & I |  | ✓ |
| 1.6 Experience of teaching across the whole primary age range | A & R |  | ✓ |
| 1.7 Experience of teaching in Key Stage Two | A, I, R | ✓ |  |
| 1.8 Experience of teaching in Upper Key Stage Two | A, I, R |  | ✓ |
| 1.9 Working in partnership with parents, communities or governors | A |  | ✓ |
| **2. Sets high expectations and inspires, motivates and challenges all children by:** |
| 2.1 Establishing a safe and stimulating environment for children, rooted in mutual respect  | A & I | ✓ |  |
| 2.2 Setting goals that stretch and challenge children of all background, abilities and dispositions | A & I | ✓ |  |
| 2.3 Demonstrating consistently, the positive attitudes, values and behaviours which are expected of children | A & I |  | ✓ |
| **3. Promotes good progress and outcomes of children by:** |
| 3.1 Being accountable for children’s attainment, progress, outcomes | A & I & R | ✓ |  |
| 3.2 Being aware of children’s capabilities and their knowledge and plan teaching to build on these | A & I | ✓ |  |
| 3.3 Demonstrating knowledge and understand of how children learn and how this impacts teaching  | A & I | ✓ |  |
| 3.4 Encouraging children to reflect on their progress and take a responsible and conscientious attitude to their learning | A | ✓ |  |
| **4. Demonstrates good subject and curriculum knowledge by:** |
| 4.1 Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining children’s interest in the subject, and addressing misunderstandings | A, I | ✓ |  |
| 4.2 Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, particularly a correct use of Standard English, whatever the teacher’s specialist subject | A, I & R | ✓ |  |
| **5. Plan and teach well-structured lessons by:** |
| 5.1 Imparting knowledge and developing understanding through effective use of lesson time | A & I | ✓ |  |
| 5.2 Promoting a love of learning and children’s intellectual curiosity | A & I | ✓ |  |
| 5.3 Reflecting systematically on the effectiveness of lesson and approaches to teaching | A & I | ✓ |  |
| 5.4 Planning homework and other out-of-class activities to consolidate and extend knowledge and understanding  | A | ✓ |  |
| 5.5 Contributing to the design and provision of an engaging curriculum within the relevant subject area(s) | A & I | ✓ |  |
| **7. Adapt teaching to respond to the strengths and needs of all children by:** |
| 7.1 Knowing when and how to differentiate appropriately, using approaches which enable children to be taught effectively | A & I | ✓ |  |
| 7.2 Having a secure understanding of how a range of factors can inhibit children’s ability to learn, and how best to overcome these | A, I & R | ✓ |  |
| 7.3 Demonstrating an awareness of the physical, social and intellectual development of children, knowing how to adapt teaching to support children’s education at all development stages | A & I | ✓ |  |
| 7.4 Have a clear understand of the needs of all children and be able to use and evaluate distinctive teaching approaches to engage them | A & I | ✓ |  |
| **8. Leadership Skills** |
| 8.1 Ability to line manage support staff working in class | A & I | ✓ |  |
| 8.2 Ability to inspire children and other team members | A & I | ✓ |  |
| **9. Personal Style and Behaviour** |
| 9.1 Tact and diplomacy in all interpersonal relationships with parents, outside agencies, pupils and colleagues at work | A & I | ✓ |  |
| 9.2 Ability to communicate effectively | A & I | ✓ |  |
| 9.3 Self-motivation and personal drive to complete tasks to the required timescales and quality standards | A & I | ✓ |  |
| 9.4 The flexibility to adapt to changing workload and challenges | A | ✓ |  |
| 9.5 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references | A | ✓ |  |
| **10. Values** |
| 10.1 A genuine passion and a belief in the potential of every pupil | A & I | ✓ |  |
| 10.2 Motivation to continually improve standards and achieve excellence above norms | A | ✓ |  |
| 10.3 Commitment to equally of opportunity and the safeguarding and welfare of all pupils | A | ✓ |  |
| **11. Other** |
| 11.1 Willingness to attend training and CDP opportunities | A | ✓ |  |
| 11.2 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references | A | ✓ |  |