



Person Specification – Teacher

The successful candidate will be suitably qualified with a breadth of relevant experience and capable of inspiring trust and confidence across a diverse range of learners, colleagues and parents/carers.

	Essential	Desirable
Qualifications	<p>Qualified teacher status</p> <p>Good Degree or equivalent</p> <p>Evidence of committing to Continuing Personal Development</p>	<p>Additional educational qualification(s) or equivalent</p>
Relevant experience	<p>Experience of working with Foundation Stage, KS1 and KS2, with the ability to teach a wide range of subjects across the primary age range.</p> <p>Proven ability to demonstrate good teaching ensuring all learners make excellent progress</p> <p>Successful and relevant primary teaching experience</p> <p>Experience and understanding of a range of assessment techniques to maximise learner progress</p> <p>Proven ability to manage behaviour both within class and throughout the academy</p>	<p>Successful class teaching experience across more than one key stage, ideally across the whole primary age</p> <p>Experience of working in partnership with parents/carers</p> <p>Successful experience in reporting to and working with Governors and other external advisors or agencies.</p>
Knowledge and understanding	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • Statutory National Curriculum requirements at the appropriate key stage • The monitoring, assessment, recording and reporting of learners progress • The statutory requirements of legislation concerning Equal opportunities, Health & Safety, SEND and Safeguarding Children 	<p>Knowledge and understanding of the links, preparation and administration of statutory National Curriculum tests</p>

	<ul style="list-style-type: none"> • The positive links necessary within school and its stakeholders • Effective teaching and learning styles • The importance of promoting the achievement of disadvantaged learners <p>Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments</p> <p>Understanding and adhering to relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools</p>	
<p>Skills and aptitudes</p>	<p>Excellent organisational and time management skills. Proven ability to meet deadlines and be punctual.</p> <p>Proven ability to motivate, inspire and manage other colleagues and learners.</p> <p>Ability to communicate effectively both orally and in writing with a variety of audiences.</p> <p>Ability to listen and respond to others.</p> <p>To be able to use effectively a variety of teaching and organisational styles and resources including ICT.</p> <p>A willingness to work throughout the key stages.</p> <p>Ability to set high standards and be a role model for other colleagues and learners.</p> <p>Ability to develop positive working relationships with learners, parents/carers, colleagues, Academy Councilors and the local community.</p> <p>Is approachable, but able to set appropriate personal and professional boundaries.</p> <p>Has a positive outlook and is creative, flexible and open to new ideas.</p> <p>Demonstrate a strong desire to achieve the highest possible level of educational</p>	<p>Ability to develop strategies for creating community links.</p> <p>Ability to manage change through involving and consulting learners, parents/carers, colleagues, Academy Councilors and others.</p>

	<p>achievement for each learner in the academy.</p> <p>Ability to create a happy, challenging and effective learning environment</p>	
<p>Special Requirements</p>	<p>Enhanced DBS clearance</p> <p>Compliance with all Academy and Trust policies</p> <p>Committed to safeguarding and promoting the welfare and success of all learners</p> <p>The implementation of equal opportunities practice.</p>	