

# THE EDWARD RICHARDSON PRIMARY SCHOOL



## Teacher Person Specification

	Essential	Desirable	Evidence
<b>Qualifications and general experience</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A commitment to professional development</li> <li>• For ECTs, at least one year of induction completed (by July 23)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of relevant CPD</li> </ul>	A, R
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>• Demonstrates commitment, reliability and integrity</li> <li>• Communicates effectively orally and in writing</li> <li>• Has energy and resilience</li> <li>• Adaptable to changing circumstances and new ideas</li> <li>• Able to work towards deadlines with high levels of accuracy</li> <li>• Strong organisation skills</li> </ul>		A, R, I
<b>Professional knowledge and experience</b>	<ul style="list-style-type: none"> <li>• A track record of excellent classroom practice/teaching practice</li> <li>• Understanding of strategies to support successful outcomes for all children</li> <li>• Knowledge of the primary phase curriculum and assessment</li> <li>• Ambition to take on subject leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching across more than one year group</li> <li>• Teaching of mixed age classes</li> </ul>	A, R, I
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Meets the needs of children whatever their ability or background</li> <li>• Communicates and promotes the aims and objectives of the school</li> <li>• Committed to working with parents, colleagues and other agencies in a positive and constructive manner</li> <li>• Makes appropriate judgements over issues of confidentiality and safeguarding</li> <li>• Understanding of a range of behaviour management strategies</li> <li>• Awareness of the principles of Assessment for Learning and effective feedback for pupils</li> <li>• Effective deployment of teaching assistants to ensure effective support for all children</li> <li>• Strong belief in delivering the full curriculum to develop the whole child</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of, or experience in, the subject leader role</li> </ul>	A, R, I
<b>Professional Philosophy and Commitment</b>	<ul style="list-style-type: none"> <li>• Believes that primary education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for secondary school</li> <li>• Reflective practitioner committed to improving practice</li> <li>• Knowledge and experience of new initiatives in education</li> <li>• Prepared to be involved in the whole life of the school</li> <li>• Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global)</li> </ul>		A, R, I