

Person Specification

Teacher



Factor	Essential	Desirable	Assessment*
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status (or currently in teacher training) • Degree at level 2:2 and above or equivalent 	<ul style="list-style-type: none"> • Evidence of further professional qualification 	D
Experience	<ul style="list-style-type: none"> • Up to date experience of working with children in a learning environment • Successfully leading and managing a class of pupils. • Be able to work effectively with parents and other agencies • Setting appropriate learning objectives. • Adapting learning plans for individual pupils. • Monitoring and recording pupils' academic development. • Marking work against the national curriculum. • Producing pupils' academic reports. 	<ul style="list-style-type: none"> • SEN experience • Experience of working with children who have emotional and behavioural difficulties (EBD). • Teaching experience across Key Stages 	A, I, R
Skills and Knowledge	<ul style="list-style-type: none"> • Up to date knowledge of the school curriculum • Excellent subject knowledge • An ability to deliver consistently good or better teaching • An ability to plan and deliver exceptional learning opportunities to meet a range of abilities and interest including children identified as having SEN or AG&T • Knowledge and experience of planning provision • A commitment of the principles of high quality SEN provision • Excellent behaviour management techniques and skills • Ability to use a range of ICT effectively and creatively as a tool for learning • Understanding of child protection and behaviour management procedures 	<ul style="list-style-type: none"> • A strong subject interest demonstrating passion and commitment to the subject area • Experience of managing and deploying teaching assistants • Strong commitment to developing leadership skills • A willingness to undertake research to enhance Teaching and Learning 	A, I, R
Personal Attributes	<ul style="list-style-type: none"> • The ability work independently and contribute as a team member • The ability to determine priorities, be self-motivated and manage time effectively • The ability to communicate effectively with a wide range of people including children, staff, parents and Governors • Ability to work as a team • Ability to empathise with children • A commitment to their own continuing professional development 	<ul style="list-style-type: none"> • Willingness to offer extra-curricular opportunities for pupils 	A, I, R

	• Reflective Practitioner		
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**Assessment Method – details how the criteria will be assessed*

A = Application Form, **I** = Interview, **R** = References, **D** = Documentary Evidence