PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates during the selection process.

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| **Knowledge/Qualifications:**   * Qualified Teacher Status in the UK * Excellent numeracy / literacy skills – equivalent to at least GCSE Grade A\*-C in Maths and English * Professional knowledge of National Curriculum, including the age related expectations of pupils and the main teaching methods in the appropriate subjects and age ranges * Professional knowledge of the Pupil Premium Grant for schools |
| **Skills/Abilities:**   * Working knowledge and experience of implementing National Curriculum * Excellent understanding of child development and learning processes * Excellent questioning skills * Excellent observation and assessment skills * In-depth professional knowledge of the standard of work expected from pupils * Ability to balance high level of challenge with well-targeted and effective scaffolding of pupils’ learning * High ability to work within a team working environment coupled with ability to work independently on own initiative * High ability to use ICT effectively to support learning * Excellent oral and written communication skills * Outstanding interpersonal skills * Capacity to improve own practice /knowledge through self-evaluation and learning from others * Confidentiality at all times |
| **Experience**:   * Previous experience of working with children either in paid or voluntary capacity * Previous experience of work in a school setting desirable |
| **Personal Qualities:**   * Calm under pressure, adaptable and energetic * A caring and positive attitude * Good listener and sensitive to pupils’ needs * Hard worker * A sense of responsibility * Positive behaviour management * A good sense of humour * Flexibility and use of initiative is very important * Clear commitment to safeguarding children and young people in all circumstances |
| **Special Factors**:  Need to work flexibly to accommodate evening commitments and educational trips |