

Borrow Wood Primary School
Person Specification: ERF Primary Teacher
MPS/UPS



	Essential	Desirable
<p>Qualifications</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • application form 	<p>Qualified Teacher status.</p> <p>Degree or Degree / PGCE.</p>	<p>Evidence of Continuing Professional Development and commitment to further professional development</p> <p>Experience of leading a National Curriculum Subject</p>
<p>Experience</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • letter of application • interview • portfolio/presentation 	<p>The Class Teacher must have experience of:</p> <ul style="list-style-type: none"> • Delivering high quality teaching in EYFS, KS1 or KS2 within a school. • Working with SEND pupils, with an EHCP to support complex needs, within a whole class setting. • Working with children with specific SEND issues such as complex communication and interaction needs, such as ASC • Supporting children presenting with dysregulated behaviour • Safeguarding children in a Primary School. 	<p>In addition, the Class Teacher might have experience of:</p> <ul style="list-style-type: none"> • Teaching across the whole Primary age range. • Working in partnership with parents. • Working with a range of external professionals. • Working within an ERF or specialist setting. • Using the Team Teach positive behaviour toolkit
<p>Knowledge and understanding</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • application form • lesson observation • interview 	<p>The Class Teacher must have 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) • ASC friendly approaches and adaptations to support children with complex communication and interaction needs. • Effective teaching and learning styles. • The monitoring, assessment, recording and reporting of pupils' progress. • What constitutes quality and high standards in learning within teaching and how to sustain this. 	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Small step assessment systems • The links between schools and other agencies. • Partner school and network meetings / activities including cross phase activities that enhance provision.

	<ul style="list-style-type: none">• The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection.• The positive links necessary within school and with all its stakeholders	
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<p>Skills</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • letter of application • lesson observation • interview 	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> • Create a happy, challenging and effective learning environment. • Engage children successfully in their learning. • Demonstrate commitment to learning from first hand practical experiences. • Promote the school's aims positively, and use effective strategies to monitor pupil motivation and morale. • Develop good personal relationships within the school team. • Establish and develop close relationships with parents, governors and the community. • Communicate effectively (both orally and in writing) to a variety of audiences. • Lead on a subject across school. 	<p>In addition, the Class Teacher might also be able to:</p> <ul style="list-style-type: none"> • Lead additional enrichment and extra-curricular activities.
<p>Personal characteristics</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • letter of application • interview 	<p>The Class Teacher should be able to demonstrate the following personal qualities through the application and interview processes:</p> <ul style="list-style-type: none"> • The ability to work within and promote the ethos of the school. • A commitment to inclusion. • Dedication and determination to get the best out of all our children. • Approachability and empathy. • Flexibility and resilience. • Organisation and resourcefulness. • Enthusiasm. • A commitment to reflective practice and an openness to CPD. • Patience: showing warmth, care, sensitivity and interest when dealing with children and carers. • Willingness to be involved in the wider life of the school. • Ability to work flexibly: self-evaluative adapting to changing circumstances and new ideas. 	