Teacher Person Specification

Rush Common School

Abingdon Learning Trust

December 2020

A- Application

R- Reference

AP – Assessment Process (including interview)

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|  | Essential Criteria -  *candidates will only be*  *shortlisted if they meet all*  *these criteria* | How identified | Desirable Criteria | How identified |
| Qualifications | Qualified Teacher status | A | Other educational/professional qualifications/evidence of professional development | A |
|  | Degree/PCGE or equivalent qualifications | A |
|  |  |  | Non-educational qualifications e.g. sport, music, first aid | A |
| Knowledge and Experience | Experience of teaching in EYFS | A, AP | Awareness of the additional opportunities and challenges of Academy status | A, AP |
| Secure knowledge of the Early Years Curriculum | A, AP, R | Experience in more than one school | A |
| Knowledge of a range of teaching and learning strategies for all groups of pupils, including children with Special Educational Needs, children who receive Pupil Premium funding and more able pupils | A | Experience of successfully preparing children for statutory assessments | A |
| Proven ability to plan and teach effectively using a range of strategies | A AP | Knowledge of pupil tracking and target setting | A |
| Excellent knowledge of assessment for learning strategies | A, AP, R | Experience across the Primary age range | A |

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| Professional Skills | Excellent teacher | A, AP, R | Understanding of strategies to develop links with the local/national community | A |
|  | Ability to work co-operatively as a member of a team | A, AP, R | Understanding of relevant policies/code of practice and awareness of current legislation, e.g. SEND Code of Practice. | A, AP |
|  | Confident in using a wide range of ICT to support learning. | A, AP, R | Experience of Forest School | A, AP |
|  | Willingness to be involved in extra-curricular activities | A, AP, R |  |  |
| Professional Ethos and Commitment | High expectations for self and others and a strong commitment to raising achievements | A, AP |  |  |
|  | Commitment to promote partnerships with parents/carers and the wider community | A |  |  |
|  | High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child | A, AP |  |  |
| Personal qualities | Approachable and excellent interpersonal skills | AP, R, A |  |  |
| Reflective of own practice and performance |
|  | High standards of presentation | AP, R |  |  |
|  | Ability to promote and develop positive relationships within and beyond the school | A, AP, R |  |  |
|  | Ability to set and work to deadlines | A, AP, R |  |  |
|  | Resilient. Having the ability to remain positive and retain your sense of humour! | A, AP, R |  |  |
|  | Proven track record of achieving targets – tenaciously ensuring projects are seen through to completion | A, AP, R |  |  |
|  | Ability to innovate and think strategically | A, AP, R |  |  |
|  | Flexible and adaptable | A, R, AP |  |  |
|  | Positive ‘can do’ philosophy, with a passion for teaching and learning |  |  |  |