

**Teacher – Oakridge Primary School**

**Person Specification**

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|  | **Desirable / Essential Criteria** | **Measured by**  **(A – App Form**  **T – Task**  **I – Interview)** |
| **Experience** | | |
| Recent experience of teaching in Key Stage 1 or Key Stage 2 | Essential | A/T/I |
| Recent experience of planning and assessing against the National Curriculum | Essential | A/T/I |
| Experience of implementing a range of teaching practices | Essential | A/T/I |
| Qualifications and training | | |
| Qualified Teacher Status | Essential | A |
| Safeguarding Level 1 Training | Essential | A |
| Emergency First Aid at Work Training | Desirable | A |
| Knowledge/Skills | | |
| Job Application Form completed accurately and fully with attention to grammar, punctuation, spelling and overall presentation. | Essential | A |
| Good knowledge of the National Curriculum expectations and how this could be adapted for relevant year groups. | Essential | A |
| Understanding and good application of behaviour management strategies. | Essential | I |
| Good ICT skills. | Essential | T |
| Ability to work constructively and collaboratively as part of a team. | Essential | T/I |
| Ability to relate well to children and to adults. | Essential | T/I |
| Good organisational skills with the ability to prioritise. | Essential | A/T |
| Ability and discipline to maintain accurate records and documentation. | Essential | A/T |
| Actively contribute to a happy safe and supportive learning environment, improving all pupil’s learning and achievements. | Essential | A/I |
| Communicate positively and effectively to children and listen to them. | Essential | T/I |
| Ability to communicate with parents in a professional manner. | Essential | T/I |
| Ability to engage and motivate pupils acting as a role model. | Essential | T/I |
| Demonstrate analytical thinking and harness this to provide innovative, inclusive and challenging learning opportunities. | Essential | T/I |
| Behavioural Attributes | | |
| Is self-motivated and takes responsibility for the full remit of the role and being accountable for actions and outcomes of the highest standards. | Essential | A/I |
| High expectations of self, team and pupils with a commitment to raising standards. | Essential | A/I |
| Desire and motivation to seek out feedback and become the best possible practitioner. | Essential | I |
| Inspire trust and confidence in pupils and colleagues. | Essential | I |
| Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. | Essential | T/I |
| Is a committed to doing their best every day with a positive work ethic being proactive and contributing to team performance. | Essential | T/I |
| Open, honest and an active listener. | Essential | T/I |
| Is able to work well with others and on own initiative, knowing when to ask for help to develop skills and grow personally and professionally. | Essential | A/T/I |
| Demonstrates a “can do” and flexible attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. | Essential | T/I |
| Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. | Essential | A/I |
| Embraces and adapts to changes, having the ability to learn from experiences and challenges. | Essential | I |
| Demonstrates a commitment to the needs of the pupils and the school. | Essential | I |

**School Values**

Values form our foundation and provide the justification of our behaviours. All staff are required to demonstrate these values in their professional practice and as members of our school community. These will be assessed throughout the selection process and as part of performance management during employment.

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| **Core Values** | **Associated Behaviour** |
| **Collective Responsibility**  Takes personal responsibility for performing our role to the highest standard demonstrating optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, parents and governors. | * Takes pride in fulfilling their role to the highest standard * We all implement agreed school policies and procedures to fulfil our vision * High achievable expectations, be the best you can be * Proactive and innovative: Take responsibility for our own development. |
| **Teamwork**  Working collaboratively together by utilising everybody’s strengths and skills to support and learn from each other, in order to reach our shared vision. | * Personable to all, always approachable for help and advice. * Inspires others - Others are keen to work with them. * Makes time to mentor, coach and support others. * Committed to sharing ideas, resources, skills and expertise |
| **Respect**  Treating everyone and everything in school with consideration and equity. Every person is trusted, valued and their contribution appreciated. | * An appreciation and understanding of each other’s role and contribution to school life * We communicate positively with courtesy and kindness. * We take the time to make other people feel valued |
| **Reflective**  The ability to reflect on their own professional experiences so as to engage in a process of continuous learning. | * Open and honest to feedback * Continuous learning and improving * Ask for advice and support |