**Person Specification –Teacher – TLR**

**Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

**Essential**

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| --- | --- |
| 1 | A DfE recognised and relevant teaching qualification. |
| 2 | A secure knowledge and understanding of the (subject) curriculum |
| 3 | Ability to teach (subject) to Key stage xxxx |
| 4 | Able to design and teach effective lessons and learning activities across the (subject) curriculum, age and ability ranges including personalising learning to meet individual needs. |
| 5 | Evidence of excellent classroom practice |
| 6 | Experience of working with students with complex needs including ASD and learning difficulties. |
| 7 | A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies. |
| 8 | Evidence of appropriate, relevant and on-going professional development and training. |
| 9 | Good written communication skills. |

**Desirable**

|  |  |
| --- | --- |
| 10 | Excellent subject knowledge. |
| 11 | Other interests / expertise that would benefit learners and the school. |
| 12 | Experience of tailoring support packages to ensure best outcomes for individuals. |
| 13 | Team Teach trained or other recognised behaviour management qualification |

**Part B: Assessment Stage**

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

**Essential**

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| --- | --- |
| 1 | An understanding and ability to set realistic and challenging targets and be able to assess and review learners’ progress within an area of the curriculum. |
| 2 | Able to communicate effectively with children, young people, colleagues and parents/carers. |
| 3 | Able to engage and motivate learners in school environment. |
| 4 | Able to flexibly contribute to and support the development of the curriculum. |
| 5 | Have positive values, attitudes and have high expectations for learners. |
| 6 | Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. |
| 7 | Able to work collaboratively and lead a small team. To contribute to the |

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|  | professional development of colleagues, including the sharing effective practice. |
| 8 | A knowledge and understanding of the school self-assessment process. |
| 9 | Able to plan, organise and prioritise and manage time effectively. |
| 10 | Good verbal and interpersonal skills. |
| 11 | Able to use ICT knowledge and skills to enhance learning. |
| 12 | Have positive values, attitudes and have high expectations for learners. |

**Desirable**

|  |  |
| --- | --- |
| 13 | A willingness and / or ability to teach across the primary / secondary age range |
| 14 | A willingness and / or ability to contribute to extra curricular activities. |
| 15 | A willingness and / or ability to contribute to whole schooldevelopment initiatives / school improvement planning. |

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Presentation | No |
| Lesson Observation | Yes | Structured discussion with pupils | Yes |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

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| --- | --- |
| 1 | Enhanced DBS |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | List 99 and/or POCA List (residential establishments only) check |
| 4 | Qualified teacher Status with professional registration with the GeneralTeaching Council for England |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |
| 6 | Medical clearance |
| 7 | A good attendance record |