

Person Specification

**POST:** Inclusion teacher with a focus on EAL –Ravensbury Community School

**Note to applicants:**

*Listed below are the minimum requirements, which are considered necessary for the post. In your application please address each of the areas asterisked giving details of your experience together with examples of how you have undertaken tasks, which illustrate clearly that you have the relevant experience, abilities, skills, knowledge and commitment for the post****.***

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| **Selection criteria** | **Method of Assessment** | **Essential** |
| At the shortlisting stage, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfil the criteria listed below. | | |
| **1. Training, Qualifications, Experience** | | |
| * 1. To be a qualified teacher | Application Form | **√** |
| 1.2 To have had experience of teaching  children across the primary age range in an  urban setting | Application Form | **√** |
| 1.3 To be able to demonstrate a track record of good/  outstanding teaching from observation feedback | Application Form/Interview | **√** |
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| 1.4 To have had experience in helping children to  acquire English as an additional language and  supporting them to develop their language skills | Application Form/Interview | **√** |
| **2*.* Abilities Classroom related:** | | |
| The successful candidate will have: |  |  |
| 2.1 The ability to create a purposeful, orderly,  supportive and stimulating environment for pupils’  learning. | Application Form/Interview | **√** |
| 2.2 The ability to match teaching to children’s  individual needs so that one’s own and pupils’  time is used effectively. | Application Form/Interview | **√** |
| 2.3 The ability to use a variety of teaching styles  including whole class, group and individual  approaches in which clear targets are set for  pupils’ learning. | Application Form/Interview | **√** |
| 2.4 The ability to identify and provide for pupils with  individual educational needs through the application  of Individual Education Plans. | Application Form/Interview | **√** |
| 2.5 The ability to establish and maintain consistent high  expectations of pupil behaviour through well  focused and well-paced teaching. | Application Form/Interview | **√** |
| 2.6 The ability to establish effective working  relationships with colleagues, involving support staff  in the management of learning. | Application Form/Interview | **√** |
| 2.7 The ability to communicate and work with parents  and carers. | Application Form/Interview | **√** |
| 2.8 To raise standards of achievement for minority  ethnic pupils at risk of underachieving and to meet  the particular needs of English as an Additional  Language (EAL) pupils. | Application Form/Interview | **√** |
| * 1. Carry out First Language Assessments of pupils. | Application Form/Interview | **√** |
| * 1. Work alongside classroom teams, advise and support colleagues working with minority ethnic pupils | Application Form/Interview | **√** |
| **3. Curriculum** | | |
| To be able to teach effectively and to ensure continuity through: |  |  |
| 3.1 Knowledge of current up to date approaches and the  primary curriculum | Application Form/Interview | **√** |
| 3.2 Planning, delivering and assessing learning activities  so as to inform future planning. | Application Form/Interview | **√** |
| 3.3 The assessment, recording and reporting of pupils  against both teacher and attainment targets | Application Form/Interview | **√** |
| **4. Personal Style & Behaviour** | | |
| The successful candidate will have: |  |  |
| 4.1 Tact and diplomacy in all interpersonal relationships  with the parents, pupils and colleagues at work | Application form/Interview | **√** |
| 4.2 Self-motivation and personal drive to complete tasks  to the required timescales and quality standards  standards, including dress code as appropriate | Application Form/Interview | **√** |
| 4.3 The flexibility to adapt to changing workloads,  demands and new school challenges | Application Form/Interview | **√** |
| 4.4 Personal commitment to ensure that services are  equally accessible and appropriate to meet the  diverse needs of pupils | Application Form/Interview | **√** |
| 4.5 Personal commitment to undertake professional  development. | Application Form/Interview | **√** |
| 4.6 Personal commitment to the school’s professional  standards | Application Form/Interview | **√** |
| **5.** **Special Knowledge** | | |
| 5.1 Understanding of learning, social and pastoral needs  of pupils. | Application Form/Interview | **√** |
| 5.2 Awareness and understanding of the various cultures  represented in urban areas. | Application Form/Interview | **√** |
| 5.3 Awareness and understanding of the principles of  equal opportunities. | Application Form/Interview | **√** |
| 5.4 Understanding of the principles and practices  around the safeguarding of children | Application Form/Interview | **√** |
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| **Selection criteria** | **Method of Assessment** | **Essential** |
| **6. References** | | |
| 6.1 Positive recommendation(s) in 2 professional  references |  | **√** |
| 6.2 DBS clearance/no adverse outcomes from the DBS  check |  | **√** |
| **7. Information retention GDPR 2018** | | |
| In accordance with our Information and Management Policy all records leading up to the appointment of a new member of staff will be retained for a period of 6 months. | | |

The post holder must carry out her/his duties with full regard to the Council’s Equal Opportunities Policy.