

**Borrow Wood Primary School**  
**Person Specification: Primary Teacher (KS1)**  
**MPS**



	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> </ul>	Qualified Teacher status. Degree or Degree / PGCE.	Evidence of Continuing Professional Development and commitment to further professional development Experience of leading a National Curriculum Subject
<b>Experience</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> <li>• portfolio/presentation</li> </ul>	The Class Teacher must have experience of: <ul style="list-style-type: none"> <li>• Delivering high quality teaching in KS1 or KS2 within a school.</li> <li>• Experience of working with SEN pupils within a whole class setting.</li> <li>• Safeguarding children in a Primary School.</li> </ul>	In addition, the Class Teacher might have experience of: <ul style="list-style-type: none"> <li>• Teaching across the whole Primary age range.</li> <li>• Working in partnership with parents.</li> <li>• Working with children with specific SEND issues such as ADHD, ASD or Dyslexia.</li> </ul>
<b>Knowledge and understanding</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> <li>• lesson observation</li> <li>• interview</li> </ul>	The Class Teacher must have knowledge and understanding of: <ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Effective teaching and learning styles.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress.</li> <li>• What constitutes quality and high standards in learning within KS1 or KS2 teaching and how to sustain this.</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> <li>• The positive links necessary within school and with all its stakeholders</li> </ul>	In addition, the Class Teacher might also have knowledge and understanding of: <ul style="list-style-type: none"> <li>• Assessment tasks including curriculum tests.</li> <li>• The links between schools and other agencies.</li> <li>• Partner school and network meetings / activities including cross phase activities that enhance provision.</li> </ul>

<p><b>Skills</b></p> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>• letter of application</li> <li>• lesson observation</li> <li>• interview</li> </ul>	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• Create a happy, challenging and effective learning environment.</li> <li>• Demonstrate commitment to learning from first hand practical experiences.</li> <li>• Promote the school's aims positively, and use effective strategies to monitor pupil motivation and morale.</li> <li>• Develop good personal relationships within the school team.</li> <li>• Establish and develop close relationships with parents, governors and the community.</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences.</li> </ul>	<p>In addition, the Class Teacher might also be able to:</p> <ul style="list-style-type: none"> <li>• Lead on a subject across school.</li> <li>• Lead additional enrichment and extra-curricular activities.</li> <li>• Show an interest in sport and the ability to lead activities.</li> <li>• Demonstrate high level IT competencies.</li> <li>• Develop strategies for creating community links.</li> </ul>
<p><b>Personal characteristics</b></p> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> </ul>	<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"> <li>• The ability to work within and promote the ethos of the school.</li> <li>• A commitment to inclusion.</li> <li>• Dedication and determination to get the best out of all our children.</li> <li>• Approachability and empathy.</li> <li>• Organisation and resourcefulness.</li> <li>• Enthusiasm.</li> <li>• A commitment to reflective practice.</li> <li>• Patience: showing warmth, care, sensitivity and interest when dealing with children and carers.</li> <li>• Willingness to be involved in the wider life of the school.</li> <li>• Ability to work flexibly: self-evaluative adapting to changing circumstances and new ideas.</li> </ul>	