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| Emscote Infant School**Person Specification****Standard Scale Teacher (MA1 – UPS3)** |
|  | Essential | Desirable |
| Qualification  | * Have qualified teacher status
 | * Further appropriate experience
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| Knowledge and understanding | * Have detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
* Be able to cope securely with subject-related questions that pupils raise and know about pupils’ common misconceptions and mistakes.
* Have a good knowledge of inclusion of SEN and diversity.
 | * Demonstrate knowledge and understanding and take account of wider curriculum developments, which are relevant to your work.
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| Planning and setting expectations | * Be able to identify clear learning objectives, content, lesson structures and sequences according to the subject matter and the pupils being taught.
* Be able to set clear targets for pupils’ learning, building on prior attainment.
* Have experience of working with children with a range of special educational needs and be able to provide positive and targeted support.
* Be able to implement IEPs and keep records
 | * Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils’ learning needs.
* Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils.
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| Teaching and managing pupil learning | * Be able to ensure effective teaching of whole class, groups and individuals so that teaching objectives are met.
* Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
* Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
 | * Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.
* Demonstrate knowledge and understanding of Early Years.
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| Assessment and evaluation | * Be able to assess how well learning objectives have been achieved and use this assessment for future teaching.
* Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress.
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| Pupil achievement | * Be able to secure progress towards pupil targets
 | * Be able to demonstrate that, as a result of teaching, pupils achieve well relative to pupils’ prior attainment, making good progress as good as or better than similar pupils nationally.
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| Relations with parents and wider community | * Prepare and present informative reports to parents
* Understand the need to liaise with outside agencies responsible for pupil welfare
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| Managing own performance and professional development | * Understand the need to take responsibility for your own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects they teach.
* Have an understanding of your professional responsibilities in relation to school policies and practices.
* Set a good example to the pupils you teach in terms of your presentation and personal conduct.
* Be able to evaluate your own teaching critically and use this to improve effectiveness
 | * Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and children‘s learning.
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| Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including support staff.
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| Managing resources | * Select and make good use of books, ICT and other learning resources, which enable teaching objectives to be met.
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| Strategic leadership |  | * Demonstrate an active contribution to the policies and aspirations of the school
* Demonstrate that you are an effective professional who challenges and supports all pupils to do their best.
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