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| Emscote Infant School **Person Specification**  **Standard Scale Teacher (MA1 – UPS3)** | | |
|  | Essential | Desirable |
| Qualification | * Have qualified teacher status | * Further appropriate experience |
| 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. |
| 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. |
| 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. |
| 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. |  |
| 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. |
| 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 |  |
| 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. |
| Managing and developing staff and other adults | * Establish effective working relationships with professional colleagues including support staff. |  |
| Managing resources | * Select and make good use of books, ICT and other learning resources, which enable teaching objectives to be met. |  |
| 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. |