

Person Specification



	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • A degree or equivalent. • Qualified Teacher Status. 	<ul style="list-style-type: none"> • Further relevant qualifications and professional development. 	<ul style="list-style-type: none"> • Application form.
Experience	<ul style="list-style-type: none"> • Have experience, knowledge and understanding of a range of teaching and learning strategies and know how to adapt them. • Have used assessment effectively to raise standards. • Know and understand how to personalise learning and provide opportunities for all learners to achieve their potential. • High level of expertise as a class teacher. • Understanding and experience of teaching in a cross-curricular approach. • A commitment to continuing further professional development. 	<ul style="list-style-type: none"> • Experience as a subject leader. • Experience of mixed age teaching. 	<ul style="list-style-type: none"> • Application form. • References. • Lesson observation.
Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of assessment requirements within a primary school. • Have secure knowledge and understanding of the curriculum areas and related pedagogy to enable effective teaching across an ability range in a mixed age class. • Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor progress and raise attainment. • Know the legal requirements, national and local policies and guidance on the safeguarding and the promotion of the well-being of young people. • Understand how children with special educational needs may be supported in the classroom. 		<ul style="list-style-type: none"> • Application form. • Interview.
Educational philosophy	<ul style="list-style-type: none"> • Commitment to ensuring the well-being and safeguarding of all children. • Be able to promote the school's aims positively and effectively. • Able to plan for progression across the age and ability range, designing effective learning sequences, demonstrating secure curriculum knowledge. • Able to use a range of teaching and learning strategies and resources. • Confident and competent user of ICT. • A commitment to providing a welcoming, interesting, stimulating and orderly learning environment. • Able to make effective use of a range of assessment, monitoring and recording strategies to assess learning needs and set challenging learning objectives to achieved high standards. • Able to provide timely, accurate and constructive feedback on attainment, progress and areas for development. 	<ul style="list-style-type: none"> • Willingness to lead a curriculum area. 	<ul style="list-style-type: none"> • Application form. • Interview.

Person Specification cont...



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Professional skills	<ul style="list-style-type: none"> • Commitment to ensuring the well-being and safeguarding of all children. • Be able to promote the school's vision positively and effectively. • Be in sympathy with the Church foundations and ethos of our school. • Able to plan for progression across the age and ability range, designing effective learning sequences, demonstrating secure curriculum knowledge. • Able to use a range of teaching and learning strategies and resources. • Confident and competent user of ICT to enhance teaching. • A commitment to providing a welcoming, interesting, stimulating and orderly learning environment. • Able to make effective use of a range of assessment, monitoring and recording strategies to assess learning needs and set challenging learning objectives and raise standards. • Able to provide timely, accurate and constructive feedback on attainment, progress and areas for development. 	<ul style="list-style-type: none"> • Willingness to lead a curriculum area. 	<ul style="list-style-type: none"> • Application form. • Interview.
Personal attributes	<ul style="list-style-type: none"> • Be aware of the professional duties of teachers and the statutory framework within which they work. • Have high expectations of children including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. • Able to communicate effectively, both orally and in writing with children, colleagues, parents, carers, Governors, external agencies. • Demonstrate positive values, attitudes and behaviour and adopt high standards of behaviour in their professional role. • Willingness to play a full role in the whole range of extra-curricular activities. • Ability to work as a member of a team, but also to use own initiative. • Good time management. 		<ul style="list-style-type: none"> • Application form. • Interview. • Observation. • References.