**Person Specification – Teacher (Primary)**

**Essential Criteria**

**1 Knowledge and Experience**

1.1 Evidence of exemplary Foundation/Key Stage 1/Key Stage 2 classroom practice.

1.2 A sound understanding of recent developments in the primary school curriculum.

1.3 Knowledge of the particular requirements of delivering education to pupils with AEN/SEN, very able, LAC or who have other particular individual needs.

1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.

* 1. Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices is not discriminatory.

**2 Skills and Abilities**

2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.

2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.

2.3 Ability to select appropriate resources to create a stimulating learning environment.

2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child’s education.

* 1. Ability to direct the work of a teaching assistant.
	2. Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
	3. Excellent inter-personal skills
	4. Excellent time and task management skills.
	5. Ability to work under pressure and to deadlines.
	6. Ability to use data effectively in setting targets and understanding pupil progress.

**3 Qualifications**

* 1. DfE recognised teaching qualification
	2. Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

**4 Personal Qualities**

4.1 Commitment to safeguarding and promoting the welfare of children and young people.

4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.

4.3 Commitment to equal opportunities within the whole school development plan.

4.4 Commitment to partnership with Governors, school and parents.

4.5 Evidence of commitment to personal continuing professional development.