

Springfield Primary School
Person Specification: ERF Primary Teacher
MPS

| | Essential | Desirable |
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| <p>Qualifications</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • application form | <p>Qualified Teacher status.</p> <p>Degree or Degree / PGCE.</p> | <p>Evidence of Continuing Professional Development and commitment to further professional development</p> <p>Experience of leading a National Curriculum Subject</p> |
| <p>Experience</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • letter of application • interview • portfolio/presentation | <p>The Class Teacher must have experience of:</p> <ul style="list-style-type: none"> • Delivering high quality teaching in EYFS, KS1 or KS2 within a school • Experience of working with SEN pupils with an EHCP to support complex needs within a whole class setting. • Experience working with children with specific SEND issues such as complex communication and interaction needs, such as ASC • Experience of supporting children presenting with dysregulated behaviour • Safeguarding children in a Primary School. | <p>In addition, the Class Teacher may have experience of:</p> <ul style="list-style-type: none"> • Delivering high quality teaching in EYFS, KS1 or KS2 within a school for at least two years. • Teaching across the whole Primary age range. • Working in partnership with parents. • Using the Team Teach positive behaviour toolkit |
| <p>Knowledge and understanding</p> <p>Evidenced in:</p> <ul style="list-style-type: none"> • application form • lesson observation • interview | <p>The Class Teacher must have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • Thorough knowledge of ASD friendly approaches and adaptations to support children with complex communication and interaction needs. • Effective teaching and learning styles. • The monitoring, assessment, recording and reporting of pupils' progress. • What constitutes quality and high standards in learning within KS2 teaching and how to sustain this. | <p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Assessment tasks including curriculum tests. • The links between schools and other agencies. • Partner school and network meetings / activities including cross phase activities that enhance provision. |

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