**Teacher Specification – 2023-24**

Elements required to undertake the job are provided under specific headings. Each element is desirable or essential as indicated by E or D in the middle column. The final column indicates how the element will be assessed: A (application), I (interview), R (Reference).

References must be two professional references.

**When completing your application letter, please ensure you demonstrate through evidence, how you meet the criteria.**

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| QUALIFICATIONS |  |  |
| Qualified Teacher Status | E | A/R |
| Further degree or relevant qualifications | D | A/R |
| EXPERIENCE |  |  |
| Experience of planning and teaching good quality lessons in line with school policies including following LTP and MTP for the year group. | E | A/I/R |
| Adept at establishing and maintain a safe, purposeful, stimulating learning environment which is highly conducive to learning. | E | A/I/R |
| Competent in effectively using a range of formative and summative assessment strategies to inform future planning to secure pupils’ progress. | E | A/I/R |
| Proficient in working well as a team member. | E | A/I/R |
| Capable of developing a positive and caring relationship with all pupils, managing behaviour effectively using strategies that are consistently implemented. | E | A/I/R |
| Able to promote high standards of literacy, including the correct use of standard English. | E | A/I/R |
| Proficient in liaising positively with parents/carers | E | A/I/R |
| KNOWLEDGE AND UNDERSTANDING |  |  |
| An excellent grasp of the curriculum and the new Ofsted Framework. | E | A/I/R |
| An awareness of the features of effective pedagogy, how children learn and strategies to improve performance. | E | A/I/R |
| A thorough understanding of safeguarding procedures. | E | I/R |
| Knowledge and understanding of research and evidence-based practice relating to the quality of teaching and learning. | D | A/I/R |
| PERSONAL AND PROFESSIONAL QUALITIES |  |  |
| Act as a positive role model, maintaining confidentiality and high standards of behaviour. | E | I/R |
| Be proactive in organising and leading extra-curricular opportunities | E | A/I/R |
| Have a willingness to improve teaching through appropriate professional development and a track record of always listening to, and effectively acting upon, advice given in a timely manner. | E | A/I/R |
| Be a highly motivated, positive person who has a polite, welcoming manner towards adults and pupils and who is enthusiastic, sensitive and warm. | E | I |
| Have experience of leading and participating in coaching and mentoring sessions. | D | A/I/R |
| Have experience of either:   1. leading a key role. 2. supporting the leadership of a key role. | D | A/I/R |