



Person Specification

Teacher

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process. All members of staff employed by MITRE must support and promote the Trust's aims:

1. Raising the aspiration of all within MITRE to achieve the very best for all members of its learning communities.
2. Working within MITRE and with the wider community to design and deliver an inclusive, innovative and stimulating curriculum for children.
3. Creating a culture and environment where safeguarding and wellbeing are paramount.
4. Developing and nurturing a collective approach to raising achievement through appropriate challenge and support and a commitment to early intervention.
5. Providing a teaching and learning environment and culture where all feel safe to take measured risks in order to learn and grow.
6. Equipping and developing all professionals engaged in delivering the curriculum with excellent knowledge and skills, through high quality leadership and management so that we grow highly effective staff at all levels to ensure there is strength across the Trust.
7. Sharing our teaching and learning environments whilst enabling each school to develop its own culture, beliefs and ethos as appropriate within the overall MITRE framework.
8. Maximising opportunities to share outstanding resources that underpin the teaching and learning environments across MITRE.
9. Creating development plans (Trust and school) to support the strategic vision which is agreed, shared and consistently applied across MITRE.
10. Ensuring Church Schools are run in accordance with the principles and practices of the Church of England.



	<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> • A minimum of 5 GCSEs (Grade A-C) or equivalent including English and Maths (W, D) • Honours degree or equivalent (W, D) • Qualified Teacher Status (W, D) • PGCE or equivalent (W, D) 	
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of teaching in a Primary School (W) • Demonstrates knowledge of the primary national curriculum and how it links together to create academic as well as spiritual, moral, social and cultural excellence (W,I) • Experience of working with pupils with individual needs such as the highly able and those with SEND (W, I) 	<ul style="list-style-type: none"> • Demonstrable evidence of achievement in current post. (W, I) • Awareness of curriculum coordination issues (W) • Experience of leading coordination (W)
Professional Development	<ul style="list-style-type: none"> • Evidence of a commitment to continuing professional development (W) • Willingness to actively participate in professional learning (I) • Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape (I) 	<ul style="list-style-type: none"> • Evidence of further professional development (W)
Job Related Skills	<ul style="list-style-type: none"> • Ability to plan sequences of lesson with clear objectives and student learning outcomes (W, I) • Ability to successfully deploy a range of teaching and learning styles to suit the nature of the curriculum and the ability and attainments of the pupils (W, I) • Capable of inspiring and motivating pupils to succeed in all areas (W, I) 	



	<ul style="list-style-type: none"> • Can plan effective next steps in learning based on all types of assessment information (W, I) • Ability to manage pupil behaviour through strong relationships, positivity, high expectations and attention to children's needs (W, I) • Establishes support staff as 'equals in learning' and enables their success in the classroom (W, I) • Good awareness of and ability to use ICT (W) 	
Qualities and Attributes	<ul style="list-style-type: none"> • A commitment to actively supporting the School's and Trust's ethos in the interests of pupils and staff (I) • Holds high expectations for all pupils and challenges them to make good progress and outcomes (W, I) • The ability to motivate others and work collaboratively as part of a team (W, I) • Places high importance upon promoting learning attitudes and capacity for independent learning (I) • Values parents and carers as significant partners in each child's education and development (I) • The ability to establish effective working relationships with individuals and groups (W, I) • Resilient in the face of change and willing to embrace innovation and creativity (I) • Commitment to a collaborative approach to professional development (I) • Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and sense of proportion (I) • A desire to keep up to date with current educational policy (I) 	<ul style="list-style-type: none"> • A willingness to contribute to the wider life of the school (I) • Ability to offer additional personal contribution to the school (W, I)



Equal Opportunities and Safeguarding	<ul style="list-style-type: none"> • Commitment to equal opportunities (I) • Commitment to safeguarding students (I) • Must be able to recognise discrimination in its many forms and be willing to put Equality Policies into practice (I) 	
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Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.