



## PERSON SPECIFICATION: MAINSCALE TEACHER

CRITERIA	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous INSET and commitment to further professional development</li> </ul>
<b>PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• Recent relevant service training in current education practice</li> <li>• Thorough knowledge of the primary curriculum</li> <li>• Thorough knowledge of current assessment practices in education</li> <li>• Willingness to undertake further training and development</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate study</li> <li>• Relevant in service training in education practices</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in the primary phases</li> <li>• Experience and good working knowledge of the National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school with a high percentage of EAL pupils</li> <li>• Experience across the primary phases</li> <li>• Working in partnership with parents</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>The class teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The theory of practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Statutory National Curriculum requirements at the appropriate key stage</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection</li> <li>• The positive links necessary within school and with all its stakeholders</li> <li>• Effective teaching and learning styles</li> </ul>	<p>in addition, the class teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The preparation and administration of statutory National curriculum tests</li> <li>• The links between schools, especially partner schools</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner skills</li> <li>• Ability to lead by example</li> <li>• Ability to effectively managing challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Good powers of reasoning and judgement in a variety of situations and at times of pressure</li> <li>• Develop strategies for creating</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to organise and manage time and resources effectively</li> <li>• Ability to work effectively in teams</li> <li>• Ability to communicate effectively all levels</li> <li>• Knowledge of and ability to use a range of formative assessment practices</li> <li>• Confidence with ICT</li> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale</li> <li>• Establish and develop close relationships with parents, governors and the community</li> <li>• Create a happy, challenging and effective learning environment</li> </ul>	community links
<b>PERSONAL CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Empathetic</li> <li>• Enthusiastic</li> <li>• Organised</li> <li>• Patient</li> <li>• Resourceful</li> </ul>	
<b>OTHER</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Flexibility and adaptability</li> <li>• High level of enthusiasm and energy</li> <li>• Awareness, understanding and commitment to Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Good sense of humour</li> </ul>

*All the above elements will be assessed and evaluated through the application form and the selection process*