



**Success Academy Trust**

**Richmond Primary School Person Specification Main Scale Teacher:**

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|  | **Essential** | **Desirable** |
| Qualification | * Qualified teacher status or newly qualified
 | * Additional qualifications relevant to the post
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| Knowledge and Understanding | * Have detailed knowledge of the National Curriculum and related assessment arrangements
 | * Have knowledge of Philosophy for Children, particularly SAPERE training and experience
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| Planning  | * To deliver an engaging and lively connected curriculum
* Experience of planning within the primary age range
* Be able to identify clear learning intentions and related success criteria
* Be able to plan a sequence of lessons
* Be able to differentiate learning
* Be able to set clear targets for pupils learning, building on prior attainment
* Have experience of planning for SEND and Higher Attaining children, as well as other groups as they arise, providing targeted support
* Be able to implement Individual Plans and keep relevant records for children with SEND
 | * Ability to plan collaboratively
* Ability to develop a bespoke curriculum to meet the needs and interests of the children
* Experience of planning across the key stages
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| Teaching and Learning | * Meet the professional standards for teachers
* Ability to implement the academies policies and practices
* Be able to show evidence of good /outstanding teaching
* Be able to demonstrate that teaching objectives have been met
* Commitment to expecting high levels of attainment
* Good organisational skills and ability to provide appropriate resources
* Ability to teach to a range of learning styles
* Set high expectations of behaviour, establishing and maintaining a good standard of discipline through well focused and paced lessons
* Evidence of positive and productive relationships with pupils and parents
* Use a range of teaching methods to engage and stimulate curiosity
* Ability to make learning enjoyable
* Successful use of IT to promote learning, including remotely
* Willingness to take part in peer review to develop practice
* Be able to evaluate and improve your teaching so that it increasingly impacts on children’s learning
* Willingness to offer an extra-curricular activity
 | * Understanding of the theory and practice of nurture groups
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| Assessment For Learning | * Experience of assessing children’s learning against sets of criteria
* Be able to mark children’s work effectively, in line with the Feedback, marking and Presentation Policy, providing developmental next steps for learning
* Be able to promote self and peer assessment
 |  * Knowledge and understanding of Target Tracker as a system for recording and analysing assessments
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| Pupil Achievement | * Be able to demonstrate that children have made good progress as a result of your teaching
* Be able to secure progress towards pupil targets
 | * Be able to demonstrate that children make outstanding progress as a result of your teaching
* Vulnerable children make outstanding progress and the gap is diminished
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| Relationship with parents and the wider community | * Ability to talk to and listen to parents/carers
* Ability to communicate in written form to a range of parents/carers
* Enthusiasm for attending and participating in events that involve the wider community e.g fayres, PTFA events
 | * Experience of working and liaising with external agencies
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| Relationships with colleagues | * Ability to communicate well with other members of staff
* To adhere to the Code of Conduct
* Willingness and ability to work as part of a team
 | * Experience of successfully working with a range of adults/teams throughout a key stage, including support staff
* Experience of working with and implementing advice from SENDCo
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| Leadership | * Commitment to developing subject leader skills for subject leadership
* Commitment to developing as a professional
 | * Strengths and expertise in specific curriculum area
* Understanding of role of a subject leader or key stage leader
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| Personal Qualities | * Good attendance record
* Creative
* Hard working
* Approachable
* Friendly
* Sense of humour
* Willingness to learn and develop
* Resilience
* Flexible and adaptable
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