PERSON SPECIFICATION FOR MAIN SCALE CLASSROOM TEACHER

# SCARTHO JUNIOR ACADEMY

# YOUR INTERVIEW AND TEACHING ACTIVITY WILL BE CONDUCTED AROUND THIS SPECIFICATION

A = application I – Interview TA – Teaching Activity

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|  | **Essential** | How **measured** | **Desirable** | How **measured** |
| Experience | Recent experience either on placement or in employment.  Experience of planning, teaching and evaluating.  Experience of assessment, reporting and recording on the progress, development and attainment of pupils.  Experience of managing and organising an effective learning environment. | A/I  A/I  A/I  A/I | Experience of planning a curriculum for continuity and progression.  Experience of working with external agencies. | A/I  A/I |
| Education/Training/  Qualifications | Qualified Teacher / or an final year of teaching qualification. | A | Undertaking of recent & relevant long or short courses relating to the primary age range.  Safeguarding training | A  A |
| Special Knowledge/  Understanding | **Understanding of:**  Developing children’s ‘Learning Skills’.  Positive behaviour management.  Effective curriculum planning including differentiation.  Effective strategies to engage and motivate children. | I / TA  I / TA  I / TA | **Understanding of:**  Using intervention strategies to support pupil progress.  SEN and IEPs  The value of inter-agency support. | A/I  A/I  I |
| Skills | Effective classroom practitioner.  Good interpersonal skills.  Sound communication skills (written & verbal).  Ability to work as part of a team.  Manage children’s behaviour in a positive way.  An understanding of the importance of basic skills – especially development of reading. | A/I/TA  I  A/I  A/I  A/I/TA  A/I/TA | Excellent ICT skills / commitment to improving them. | A/I |
| Commitment to: | Raising &/or maintaining standards of children’s attainment and progress.  Leading children to be responsible for their own learning and behaviour.  Commitment to ‘Developing a Lifelong Love of Learning’.  Continual professional development. | I  A/I/TA  A/I/TA  A/I |  |  |