

Cheviot Learning Trust – Teacher – PERSON SPECIFICATION

Post Title	Teacher
Workplace	Morpeth All Saints Church of England First School

Knowledge and Qualifications	Essential	Desirable	How assessed
Degree-level qualification	☒	☐	A / R
Qualified Teacher status	☒	☐	A / R
Primary phase qualification	☒	☐	A / R
Depending on the career stage of the application, a demonstration of commitment to ongoing in-service training	☒	☐	A / R
High standard of Maths and English	☒	☐	A / R
A thorough knowledge and understanding of the statutory requirements and implications of legislation concerning safeguarding children, multicultural education, inclusion, equal opportunities and health and safety	☒	☐	A / R
A practical knowledge and understanding of the aims of the primary curriculum requirements	☒	☐	A / I / R
A secure knowledge of all areas of the primary curriculum, including specifically Mastery Maths and Talk for Writing	☒	☐	A / I / R
A practical knowledge and understanding of a range of assessment requirements and arrangements used to analyse relevant data to monitor students' progress and levels of attainment against set targets, plan subsequent lessons, and promote the highest possible aspirations for students, targeting expectations and actions to raise their achievements	☒	☐	A / I / R
An in-depth knowledge and understanding of how to use local and national data to evaluate the effectiveness of teaching	☒	☐	A / I / R
Knowledge of effective primary teaching to achieve	☒	☐	A / I / R

high performance in all National Curriculum subjects			
A sound understanding of inclusion – making the curriculum accessible to all learners	☒	☐	A / I / R
An operational knowledge and understanding of the potential of computer technology to enhance the curriculum and students' learning	☒	☐	A / I / R
A practical knowledge of ICT and how this can be used in role	☒	☐	A / I / R
Recent, relevant understanding and knowledge of current issues affecting the education sector	☒	☐	A / I / R
Up-to-date continued professional development and evidence of proactive self-development	☐	☒	A / R
Up-to-date Child Protection Training	☐	☒	A / R
Current first aid certificate	☐	☒	A / R
Experience	Essential	Desirable	How assessed
Age and subject related teaching experience, using a wide variety of strategies to maximise achievement for all students through an inclusive, holistic approach, including students with special educational needs and high achievers and to meet differing learning styles	☒	☐	A / I / R
Experience of creating a stimulating, effective and inclusive learning environment teaching primary, both within and beyond the classroom	☒	☐	A / I / R
Experience of planning independently and with colleagues, preparing and delivering stimulating learning experiences in line with the primary curriculum	☒	☐	A / I / R
Experience of the appropriate use of a range of teaching styles, including adapting teaching strategies to relate sensitively and flexibly to the different needs of all students, targeting expectations and actions to raise their achievements	☒	☐	A / I / R
Successful in experience in using a range of strategies for raising attainment	☒	☐	A / I / R
Experience of effectively using a range of behaviour	☒	☐	A / I / R

management strategies fairly and in a calm manner in order to ensure a safe, focused environment for learning			
Experience of using ICT effectively in role	☒	☐	A / I / R
Experience of effective planning methods, including the use of tracking and data analysis	☐	☒	A / I / R
Experience of expertise or personal interest in an extra curricular context e.g. Dance, Writing, Sport	☐	☒	A / I / R
Some experience of using the outdoors to enhance provision	☐	☒	A / I / R
Skills and Competencies	Essential	Desirable	How assessed
Ability to establish a good relationship with students in order to gain their confidence and motivate them to learn	☒	☐	A / I / R
Ability to form effective, positive, informative working relationships within the school, with parents and carers and with the wider school community	☒	☐	A / I / R
Enthusiastic, positive and passionate about teaching and learning	☒	☐	A / I / R
The ability to adapt to changing work priorities, circumstances and needs	☒	☐	A / I / R
Effective verbal and written interpersonal and communication skills across a wide range of students, relating positively to and showing respect for all members of the school and wider community, with the ability to use ICT, as appropriate	☒	☐	A / I / R
Ability to demonstrate and promote the school's vision and ethos	☒	☐	A / I / R
Efficient and well organised and able to meet deadlines	☒	☐	A / I / R
Ability to plan and prepare thoroughly, in advance and collaboratively	☒	☐	A / I / R
Proactive with a "can do" attitude	☒	☐	A / I / R
Effective problem solver with the ability to present	☒	☐	A / I / R

alternative solutions where appropriate			
Sense of humour	☒	☐	A / I / R
Patience	☒	☐	A / I / R
Ability to reflect on own practice, responding positively to the suggestions of others or to constructive criticism	☒	☐	A / I / R
Demonstrates warmth, care and sensitivity	☒	☐	A / I / R
The ability to work in a team and liaise and work effectively with others and to motivate others to achieve successful outcomes	☐	☒	A / I / R
Ability to offer extra-curricular activities e.g. plays a musical instrument, sportsperson	☐	☒	A / I / R

Key to assessment methods:

A	Application Form
I	Interview
R	References
T	Ability Tests
Q	Personality Questionnaire
G	Assessed Group Work
P	Presentation
O	Others e.g. case studies/visits