

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Teaching in the relevant Key Stage.	1,2	Working with children with English as an Additional Language.	1,2
	Using data to inform target setting and planning.	1,2	Experience of working with children with physical and medical disabilities.	1
<b>Skills/Abilities</b>	Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1,2	Able to coach and mentor others.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2	A clear understanding of what it means to adopt a thematic approach to planning.	1
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching and learning.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Able to assess the needs of individuals to inform lesson planning.	1,2,5		
	Able to deliver high quality lessons, evaluate the impact of	5		

	these and develop future planning accordingly.  Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,3,5		
<b>Equality Issues</b>	Demonstrable commitment to inclusive teaching and learning.  Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2,5  1,2		
<b>Competencies</b>	Able to demonstrate the appropriate motivation to work with young people  Able to form appropriate relationships with young people  Emotional resilience in working with challenging behaviours  Appropriate attitudes to the use of authority and maintaining discipline	1,2  1,2  1,2  1,2		
<b>Specialist Knowledge</b>	Subject/KS, curriculum knowledge	1,2,5		
<b>Education and Training</b>	Qualified Teacher Status  Evidence of ongoing cpd.	4  1.2	Evidence of meeting the threshold standards.  Sustained and substantial performance in the threshold standards.	1,2  1,2
<b>Other Requirements</b>				

( 1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification  
5 = Practical Exercise )

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities

(ii) Health and Safety

(iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;  
Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.*

*'CVs will not be accepted for any posts based in schools.'*