

## Teacher – Main Scale PERSON SPECIFICATION

Assessment focus: - blue shading

- 1 Written application      2 Documentary evidence      3 Interview process      4 References

| EDUCATION AND PROFESSIONAL QUALIFICATIONS                    | Essential/Desirable | Assessment focus |   |   |   |
|--------------------------------------------------------------|---------------------|------------------|---|---|---|
|                                                              |                     | 1                | 2 | 3 | 4 |
| Degree                                                       | Essential           |                  |   |   |   |
| Higher level degree in relevant area.                        | Essential           |                  |   |   |   |
| Qualified Teacher status                                     | Desirable           |                  |   |   |   |
| Other qualifications/CPD specific to primary school teaching | Desirable           |                  |   |   |   |

| EXPERIENCE AND SKILLS                                                                            |           |  |  |  |  |
|--------------------------------------------------------------------------------------------------|-----------|--|--|--|--|
| Excellent interpersonal, communication and organisational skills                                 | Essential |  |  |  |  |
| Excellent teaching skills which promote children's learning.                                     | Essential |  |  |  |  |
| Positive attitudes and high expectations.                                                        | Essential |  |  |  |  |
| Ability to motivate children to do their best.                                                   | Essential |  |  |  |  |
| Ability to be a very effective teacher of children with EAL and SEND.                            | Essential |  |  |  |  |
| Very good behaviour management.                                                                  | Desirable |  |  |  |  |
| Good awareness of inclusion and equalities issues.                                               | Essential |  |  |  |  |
| Confident ICT skills                                                                             | Essential |  |  |  |  |
| Evidence of outstanding teaching                                                                 | Desirable |  |  |  |  |
| Successful experience of teaching in a multilingual, multi-faith school                          | Desirable |  |  |  |  |
| Ability to speak a community language: Arabic, Bengali, Gujarati, Hindi, Punjabi, Somali or Urdu | Desirable |  |  |  |  |
| Ability to show evidence of impacting positively on children's progress.                         | Desirable |  |  |  |  |
| Evidence of outstanding teaching of teaching phonics                                             | Desirable |  |  |  |  |
| Ability to teach across the primary curriculum                                                   | Desirable |  |  |  |  |

| WORKING WITH CHILDREN                                                                                                |           |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------|-----------|--|--|--|--|
| An ability to be a personal role model of professionalism, having high expectations of self and others               | Essential |  |  |  |  |
| To uphold and model our school values in particular "achievement for all"                                            | Essential |  |  |  |  |
| Ability and willingness to implement the school's policies and procedures associated with managing pupils' behaviour | Essential |  |  |  |  |
| Ability and willingness to implement the school's policies and procedures associated with teaching and learning      | Essential |  |  |  |  |
| Be able to plan and deliver lessons that motivate, inspire and challenge children of all abilities to want to learn  | Essential |  |  |  |  |
| Ability to mark work and provide pupils with feedback to move their learning forward                                 | Essential |  |  |  |  |
| Experience of assessing, tracking and monitoring pupils' progress                                                    | Desirable |  |  |  |  |
| Experience of differentiation to meet the needs of all children including the more able and those with SEND          | Desirable |  |  |  |  |

#### WORKING WITH OTHERS

|                                                                                 |           |                                     |                          |                                     |                                     |
|---------------------------------------------------------------------------------|-----------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Effectively guide and manage the work of a teaching assistant                   | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Be able to effectively operate as part of a team                                | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ability to develop and maintain positive relationships with children and adults | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

#### OTHER

|                                                                           |           |                                     |                          |                                     |                                     |
|---------------------------------------------------------------------------|-----------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Commitment to equality of opportunity and support for bilingual learners. | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Good organisation and ability to meet deadlines.                          | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Enhanced DBS                                                              | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Excellent attendance, punctuality and health record                       | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Personal commitment to professional development                           | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Knowledge of child safeguarding procedures                                | Essential | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |