

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL
PERSON SPECIFICATION
Key Stage 2 Teacher

Applicants will be **expected to address all aspects** of this Person Specification within their **letter of application**, giving **clear evidence** of their experience/expertise to date. General letters will not be accepted.

Please ensure you download and complete the application pro forma from the school website. It is also essential that the impact of your work is demonstrated in your application.

	Essential	Highly Desirable
QUALIFICATIONS / EXPERIENCE	<ul style="list-style-type: none"> • A DfE-recognised teaching qualification (graduate status) • Qualified Teacher Status (QTS) • Experience of teaching in Key Stage 2 • Evidence of ongoing professional development and its impact on classroom practice and pupil outcomes 	<ul style="list-style-type: none"> • Experience across more than one KS2 year group • Evidence of successfully applying recent pedagogy or curriculum developments
EDUCATIONAL PHILOSOPHY & VALUES	<ul style="list-style-type: none"> • A clear understanding of the importance of creativity in enhancing children’s learning • Commitment to the vision and values of Alderley Edge Community Primary School (as outlined on the school website) • High expectations of all children, both academically and behaviourally • A strong commitment to raising standards and promoting high levels of achievement • A child-centred approach that values individuality, wellbeing and inclusion • A commitment to promoting mutual respect between pupils, staff, parents and governors 	
INTERPERSONAL	<ul style="list-style-type: none"> • Ability to work effectively as part of a collaborative team • Positive, patient and resilient, with a good sense of humour • Commitment to building strong professional relationships with pupils, parents, carers and colleagues • Excellent communication skills, both oral and written 	
TEACHING	<ul style="list-style-type: none"> • A highly competent classroom practitioner • Proven ability to secure strong pupil attainment and progress • Skilled in meeting the needs of all learners, including pupils with SEND and high-attaining pupils • Confident use of assessment to inform planning, teaching and intervention 	<ul style="list-style-type: none"> • Evidence of outstanding impact on pupil outcomes
CURRICULUM	<ul style="list-style-type: none"> • Strong subject knowledge, particularly in the core subjects • Commitment to providing a broad, balanced and engaging curriculum • Willingness to contribute to the musical, dramatic and 	<ul style="list-style-type: none"> • Evidence of subject leadership or recognised strengths and expertise, with measurable impact

	<p>sporting life of the school</p> <ul style="list-style-type: none"> • Enthusiasm for using visits, visitors and practical experiences to enrich learning • Willingness to lead a curriculum area, now or in the future 	
COMMUNITY AND PARENTAL LINKS	<ul style="list-style-type: none"> • Understanding of the importance of listening and responding to the views of children and parents • Commitment to working positively with the PTA • Willingness to lead or support an extra-curricular club • Commitment to contributing to school and community events 	
SCHOOL CURRICULUM DRIVERS	<ul style="list-style-type: none"> • Academic Excellence • Lifelong Learning • Possibilities and Risk • Social Intelligence 	<ul style="list-style-type: none"> • Go to https://www.aecps.org/page/school-curriculum/113725 for more information. You must demonstrate how you would ensure these are met.