Mary Swanwick Primary School

Teacher – Person Specification

|  |  |  |
| --- | --- | --- |
| **Qualifications and Experience** | Essential | Desirable |
| Qualified to degree level including Qualified Teacher Status. | \* |  |
| Experience teaching in Key Stage 2. | \* |  |
| Evidence of recent further professional development. | \* |  |
| Teaching experience with children within the Primary phase. | \* |  |
| **Professional Knowledge and Experience** |  |  |
| Excellent Key Stage One/Two Practitioner with a thorough understanding of the National Curriculum and a commitment to the highest standards of teaching and learning. | \* |  |
| Experience of planning for, the delivery and assessment of a systematic synthetic phonics scheme. |  | \* |
| An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children. | \* |  |
| Experiences of working with children with SEND. | \* |  |
| The ability to meet all children’s needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities. | \* |  |
| Be able to manage behaviour effectively using a range of strategies. | \* |  |
| Experience of planning and organising an enabling learning environment inside and outside. | \* |  |
| **Professional Skills**  To demonstrate the skills of a good teacher, including the ability to: |  |  |
| * Use first hand experiences to interest and encourage and engage pupils. * Provide appropriate levels of challenge so that all pupils make good progress. * Use assessment information effectively to plan next steps for children. | \* |  |
| To have the capacity to lead colleagues and be involved in their appraisals. |  | \* |
| To work collaboratively and supportively with colleagues within the school and outside agencies. |  | \* |
| To be willing to work within the school’s procedures and policies. | \* |  |
| To respond to challenges with optimism. |  | \* |
| To be committed to continual personal and professional development. To be reflective and learn from past experiences. | \* |  |
| To be committed to equality, diversity and the inclusion of all. | \* |  |
| To be able to communicate clearly both orally and in writing. | \* |  |
| To have the ability to make a significant contribution to the school’s aims, values and vision through the self-evaluation and improvement process | \* |  |
| **Personal Characteristics** | Essential | Desirable |
| Reliable with a high degree of integrity. | \* |  |
| Approachable with excellent interpersonal skills when dealing with others at all levels. | \* |  |
| Well-organised, enthusiastic, energetic and flexible. | \* |  |
| Resilient and demonstrates the ability to work under pressure. Manages time effectively. | \* |  |

|  |  |  |
| --- | --- | --- |
| **Personal Characteristics continued…** | Essential | Desirable |
| Values and respects the views of children | \* |  |
| Self-motivated and able to take initiative and responsibility | \* |  |
| A willingness to learn with and from colleagues. | \* |  |
| Proactive in maintaining own professional development and can seek help from others when needed. | \* |  |
| A commitment to take part in all aspects of the life of the school, including meetings, training, special events and other activities as required. | \* |  |
| Adheres to the School’s Code of Conduct | \* |  |
| **Suitability to Work with Children** |  |  |
| Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | \* |  |
| Displays commitment to the protection and safeguarding of children and young people. | \* |  |