 **Teacher Person Specification**

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| **Qualifications and Training** | **Essential** | **Desirable** |
| Education | Qualified Teacher Status | Further qualifications appropriate to the role |
| Professional Development |  | Participation in CPD |
| **Experience** | **Essential** | **Desirable** |
| Teaching | Experience of teaching in EYFS or KS1 |  |
| Assessment and Reporting | Experience of statutory and non-statutory assessment relevant to the key stage (tracking software, Early Learning Goals, etc.) |  |
| **Skills and qualities** | **Essential** | |
| Teaching | An outstanding classroom teacher (or a good teacher with the potential to be an outstanding classroom teacher)  Confidence in using ICT as a tool for teaching, learning, assessment and administration  Successful experience of teaching children with SEN, challenging behaviours and EAL | |
| Personal, interpersonal and communication skills | Ability to establish and develop positive relationships with all those involved in the school (including staff, parents/carers and governors) and with school partners.  Demonstrate commitment to the school’s wider community  Ability to communicate to staff, parents/carers and governors and the wider community effectively in writing and orally  Proven ability to relate well to children and to know and treat each child as an individual  Flexible, approachable and resilient with a positive and energetic approach to work  Commitment to one’s own personal wellbeing, in particular the work-life balance | |
| **Attitudes** | **Essential** | |
| Education philosophy | Committed to inclusive education  Committed to raising the achievement of every child  Committed to raising achievement through partnerships with parents/carers and Education Services  Committed to continuing school improvement | |
| Equal opportunities | Committed to equality of opportunity for both pupils and staff | |
| Safeguarding | Committed to safeguarding and promoting the welfare of children | |
| **Knowledge and understanding** | **Essential** | |
| Teaching and Learning | Up to date knowledge and understanding of teaching and learning pedagogy  Good knowledge and understanding of successful primary practice  Good understanding of curriculum requirements, planning and development  Sound understanding of assessment practice and use of data to inform learning and teaching  Good understanding of how children learn and able to actively promote and support creativity and independence in learning | |
| Parents/Carers and Community | Understanding the role which can be played by parents/carers in raising standards  Understanding the role of the school in the wider community  Understanding the challenges, difficulties and pressures facing parents/carers | |

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced DBS check and satisfactory references