

MBIS Teacher – Person Specification

	Essential Criteria	Desirable Criteria
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • If qualified post 1999, successful completion of the Induction Year 	<ul style="list-style-type: none"> • Evidence of recent continuing professional development
Experience	<ul style="list-style-type: none"> • Experience of successful teaching within the age range for which the applicant is applying • Experience of effective team working 	<ul style="list-style-type: none"> • Experience of working in a high-achieving school setting • Experience of other age groups and phases
Professional attributes	<ul style="list-style-type: none"> • Exemplary classroom practitioner • Commitment to excellence and enjoyment in learning • Enthusiastic, creative and willing to learn • Excellent communication and interpersonal skills • Takes responsibility for managing own professional development • Contributes to and implements whole school policies • Participates in and contributes to whole school improvement • Motivates fellow staff and sets examples of high personal standards • Establishes professional, supportive and appropriate relationships with parents, carers and other professionals • Willingness to assist and participate in the wider aspects of school life • Sets a good example in terms of dress, punctuality, attendance and general professionalism 	<ul style="list-style-type: none"> • Experience of working in partnership with parents and other professionals • Evidence of continued professional development • Desire to develop leadership and management skills
Professional knowledge, skills and understanding	<ul style="list-style-type: none"> • Detailed knowledge of the relevant statutory English National Curriculum requirements • Thorough and up to date knowledge of subject specialism (subject teaching posts) • Ensures curriculum coverage, continuity and progression in the curriculum for all children • Understands how children’s learning is affected by their physical, intellectual, emotional and social development • Uses a range of different delivery styles to meet the needs of the learners • Selects teaching materials appropriately and makes good use of resources • Uses assessment effectively to set clear targets for children’s achievement/to inform 	<ul style="list-style-type: none"> • Experience of participating in curriculum development • Experience of leading and managing a subject/aspect

	<p>future learning and involves children in their own assessment and target setting</p> <ul style="list-style-type: none"> • Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection • Creates a happy, challenging and effective learning environment • Secures a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's behaviour policy • Confident computing skills • Able to communicate effectively in speech and in writing to a variety of audiences • Collaborative team-player • Able to line manage learning support assistants and to involve them in the planning and assessment of children's learning • Able to establish and develop close relationships with parents, directors and the community 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Displays warmth, care and sensitivity in dealing with children • A positive, proactive 'can-do' attitude • Enthusiastic and creative • Flexible and patient • Organised • Willingness to be involved in the wider life of the school • Emotionally resilient • Good sense of humour 	