| **Person specification Teacher KS2** | | | | | | | | |
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|  | | **Essential** | | | | **Desirable** | | |
| **Qualifications and experience** | | * Qualified teacher status * Degree level qualification * Willingness to undertake CPD * Previous experience working in a school | | | | * Relevant postgraduate professional qualification * Previous experience teaching key stage 2 * Previous experience working in partnership with parents | | |
| **Knowledge and skills** | | * Sound understanding of the primary curriculum * Excellent behaviour management skills * Excellent inter-personal skills * Ability to work as part of a team * Excellent planning and organisational skills * Effective oral and written communication skills * Knowledge of key performance indicators and the ability to use them to monitor progress * Awareness of the needs of children who speak English as an additional language or have SEN * An understanding of how a pupil’s learning is affected by their intellectual, emotional and social development, and the stages of child development | | | | * Experience working as part of a team * First aid skills * An understanding of the importance of parental involvement * Experience working with children who have SEN and/or disabilities * Experience working with children who have behavioural problems * Experience working with children who speak English as an additional language | | |
| **Personal qualities** | | * Committed to teaching * Supportive of colleagues * Good attendance and punctuality * Good sense of humour * Pro-active in the working environment * Enthusiastic and positive attitude * Ability to accommodate changes in work priorities * Ability to anticipate workload and plan ahead * Ability to develop effective relationships with parents * Ability to encourage and enable others to reach their full potential | | | | * Self-confidence * Ability to relate well to other professionals * A flexible approach | | |
| **Prepared by** | | | | | | | | |
| Name: | SF | | | Signature: |  | | Date: | Spring 2016 |
| Title and/or department: | | |  | | | | | |