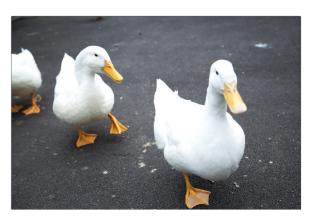
Person

Specification

| 1 EXPERIENCE | | | | |
|--------------|--|---|-----|--|
| 1.1 | Substantial and successful primary teaching experience | E | Α | |
| 1.2 | Evidence of successful management of a curricular or cross- curricular area. | E | A/I | |
| 1.3 | Proven effectiveness as a class teacher. | Е | A/I | |
| 1.4 | Experience of working effectively with colleagues, pupils and parents | Е | A/I | |
| 1.5 | Proven experience of linking planning, assessment and record keeping. | Е | A/I | |
| 1.6 | A proven track record of raising attainment | Е | A/I | |
| 1.7 | Experience of leading a team | E | Α | |
| 1.8 | Experience of working effectively with Governing Body, school communities and outside agencies to promote high expectations and standards. | E | A | |







| SPECIAL ABILITIES/APTITUDES | | | | | |
|-----------------------------|--|---|-----|--|--|
| 2.1 | Up to date knowledge of developments in Education. | E | I | | |
| 2.2 | Understanding of the requirements of the Primary Strategy and the National Curriculum. | E | I | | |
| 2.3 | An understanding of good assessment practice and implications for planning and teaching. | E | A/I | | |
| 2.4 | Proven ability to communicate effectively to a wide range of audiences in spoken and written language, including the use of IT. | E | A/I | | |
| 2.5 | Ability to provide an effective approach to inclusive teaching and to maintain high levels of achievement and behaviour of all children. | E | A/I | | |
| 2.6 | Proven ability to secure improvements in teaching by modelling exemplary teaching. | E | I | | |
| 2.7 | Proven ability to use data and information to identify and adapt to the changing needs of the school. | E | I | | |
| 2.8 | Proven ability to secure high levels of achievement from children with a diversity of cultural, social and linguistic experiences. | Е | I | | |
| 2.9 | Clear understanding and experience of developing and implementing the school's policies for Inclusion. | E | Α | | |

| OTHER JOB SPECIFIC REQUIREMENTS | | | | | |
|---------------------------------|---|---|-----|--|--|
| 3.1 | Proven commitment to the Council Equal Opportunities Policy and experience of promoting equality through curriculum, teaching and assessment practice. | E | A/I | | |
| 3.2 | Current and thorough understanding of Safeguarding and Child Protection issues and procedures. | E | A/I | | |
| 3.3 | An understanding of the need to work collaboratively with a range of external agencies including; parents, the community, governors and officers of the LA. | E | A/I | | |
| EDUCATION | AND TRAINING | | | | |
| 4.1 | Qualified Teacher Status (QTS) | E | Α | | |
| 4.3 | Additional professional qualification beyond that of initial teacher training. | E | Α | | |
| DISQUALIFY | ING FACTORS | | | | |
| | An indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Council's Equal Opportunities policy. | E | | | |