# Person Specification

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|  | | Essential | | Desirable | |
| Qualifications | | Qualified Teacher status | | Evidence of continuous INSET and commitment to further professional development | |
| Experience | | Successful teaching experience in the most relevant key stage  Good working knowledge of the National Curriculum | | In addition, the teacher might have experience of:  Teaching across more than one key stage;  working in partnership with parents. | |
| Knowledge and understanding | | The Teacher should have knowledge and understanding of:  the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);  statutory National Curriculum requirements  the monitoring, assessment, recording and reporting of pupils’ progress  the positive links necessary within school and with all its stakeholders;  effective teaching and learning styles. | | In addition, the Teacher might also have knowledge and understanding of:  the links between schools, especially partner schools.  the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; | |
| Professional Development | Recent relevant training in current educational practice  Good understanding of the curriculum | | Post graduate study | |
| Skills | The Teacher will be able to:  demonstrate excellent classroom practice;  promote the school’s aims positively, and use effective strategies to monitor motivation and morale;  develop good personal relationships within a team;  establish and develop close relationships with parents, governors and the community;  communicate effectively (both orally and in writing) to a variety of audiences;  create a happy, challenging and effective learning environment. | | In addition, the Teacher might also be able to:  develop strategies for creating community links. | |
| Personal characteristics | Approachable  Committed  Empathetic  Enthusiastic  Organised  Patient  Resourceful | | Good sense of humour | |