**PERSON SPECIFICATION**

The successful candidate will meet all or most of the following criteria: **E**=Essential **D**=Desirable

The person specification criteria will be assessed through: **A**=Application **I**=Interview

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| **Qualifications**  | **E** | **D** | **A** | **I** |
| Qualified to degree level and above  |  |  |  |  |
| Qualified to teach in the UK  |  |  |  |  |
| Right to work in the UK |  |  |  |  |
| **Experience** *(Evidence within School Experience for NQTs)* | **E** | **D** | **A** | **I** |
| Experience of raising attainment and securing good progress for all pupils  |  |  |  |  |
| Evidence of continually improving the teaching and learning in their year group |  |  |  |  |
| **Knowledge and Understanding: demonstrate knowledge and understanding of:**  | **E** | **D** | **A** | **I** |
| Current educational developments, legislative changes and Primary curriculum issues |  |  |  |  |
| The statutory National Curriculum requirements for the Key Stage |  |  |  |  |
| Improvement strategies for pupil attainment |  |  |  |  |
| **Teaching and Learning: demonstrate excellent classroom practice including:** | **E** | **D** | **A** | **I** |
| Engaging and inspiring children resulting in excellent progress and attainment  |  |  |  |  |
| Providing effectively for the individual needs of all children |  |  |  |  |
| Effective and consistent positive behaviour management |  |  |  |  |
| Monitoring, assessment, recording and reporting of pupils’ progress |  |  |  |  |
| Providing an exceptional role model to staff and pupils  |  |  |  |  |
| Excellent communication, planning and organisational skills  |  |  |  |  |
| Providing a safe, stimulating and effective learning environment |  |  |  |  |
| Effective teaching of technology/ using technology in teaching safely and effectively |  |  |  |  |
| Evidence of celebration of diversity and equality of opportunity for all  |  |  |  |  |
| **Personal behaviours and skills: demonstrates the following attributes:** | **E** | **D** | **A** | **I** |
| Maintains high expectations of ‘self’ for accountability and consistency  |  |  |  |  |
| Genuine passion and a belief in the potential of every pupil  |  |  |  |  |
| Commitment to CPD to develop outstanding classroom practice/expertise |  |  |  |  |
| Resilience, motivation and commitment to driving up standards of achievement |  |  |  |  |
| Effective team member and leader of learning (classroom or wider context) |  |  |  |  |
| Effective spoken/written communication with all members of the school community |  |  |  |  |
| **Safeguarding: demonstrates:** | **E** | **D** | **A** | **I** |
| Commitment to the safeguarding and welfare of all pupils  |  |  |  |  |
| Knowledge and understanding of safeguarding processes and statutory documents |  |  |  |  |
| **Other desirable training and skills:**  | **E** | **D** | **A** | **I** |
| Encouraging children to lead healthy lifestyles, including teaching 2 hours PE weekly and demonstrating commitment to the Daily Mile and our ‘Heartstart’ school status |  |  |  |  |
| A commitment to teaching in creative and inspirational ways, using the arts and cultural capital in cross-curricular approaches which provide the children with real-life contexts for application of their Maths and English skills and knowledge |  |  |  |  |