

# Cannon Lane Primary School Person Specification



Ref:	Description	Int.	Appl.	Obs.
<b>Qualifications</b>				
E.1.	Qualified Teacher Status.		E	
<b>Experience</b>				
E.2.	Minimum of 1 year's recent successful teaching experience preferably in an inner city multi-cultural school.	D	D	
E.3.	Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.	D	D	
E.4.	Proven experience of high standards of primary classroom practice.	E	E	E
<b>Personal Qualities</b>				
E.5.	Evidence of the personal and intellectual qualities required to set an example to others and to work as part of a team	E	E	
E.6.	Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.	E	E	
<b>Commitment to Excellence</b>				
E.7.	Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.	E	E	E
<b>Leading and Managing Change</b>				
E.8.	Evidence of a clear view about the future development of the primary curriculum and an ability to manage change.	E	E	
<b>Educational and Curriculum Matters</b>				
E.9.	An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.	E	E	E
E.10.	Evidence of the ability to successfully organise the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.	E	E	E
E.11.	Evidence of good general knowledge of the requirements of the Curriculum.	E	E	
E.12.	Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.	E	E	E
<b>Performance Review</b>				
E.13.	Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.	E	E	

Ref:	Description	Int.	Appl.	Obs.
<b>Record Keeping</b>				
E.14.	Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.	E	E	
<b>Behaviour and Ethos</b>				
E.15.	Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.	E	E	E
<b>Needs of Young Children</b>				
E.16.	Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.	E	E	
<b>Interpersonal Skills</b>				
E.17.	Evidence of good interpersonal skills and the ability to work as member of a team, develop, and maintain good relations with all members of the school community. To work co-operatively with relevant agencies as required.	E	E	E
<b>Communications</b>				
E.18.	Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.	E	E	E
<b>Health &amp; Safety</b>				
E.19.	An understanding of the responsibility of the classteacher with regard to the health and safety of pupils in their care.	E	E	E
<b>Equal Opportunities</b>				
E.20.	Evidence of a commitment to an equal opportunities policy in both service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected, maintained, and enhanced and that stereotypes are challenged in a sensitive way.	E	E	E
<b>Disqualifying Factors</b>				
E.21.	An indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Council's Equal Opportunities policy	E		

**E = Essential**

**Int. = Interview**

**D= Desirable**

**Appl. = Application**

**Obs. = Observation**