

## Person Specification

### Victoria Park Primary School Class Teacher & Phase Leader

Short listing will be based on the criteria listed below. Applicants should therefore show in their application how their skills and experience match those criteria.

Method of assessment: A (application form); I (interview); C (certificates).

<b>Skills and Abilities</b>	<b>Essential / Desirable (E / D)</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• Be flexible with high levels of motivation and a 'can do' attitude</li> <li>• Ability to develop positive relationships, and communicate with children</li> <li>• Develop good personal relationships within a team, including adaptability and flexibility</li> <li>• Ability to communicate with teachers and parents professionally with a clear focus on the best interests of the children</li> <li>• Patience, kindness and a genuine interest in children</li> <li>• Ability to take the initiative and make decisions in the best interests of the school community</li> <li>• Understanding of how to adapt lessons and take the initiative to ensure that the needs of a class are met through personalised support</li> <li>• Empathy and respect for children, parents, staff and their needs</li> <li>• A commitment to the principles and procedures of safeguarding</li> <li>• Have a strong awareness of confidentiality and discretion at all times in the disclosure of information regarding all aspects about the school</li> <li>• Loyal and trustworthy with a commitment to building professional relationships</li> <li>• Self-motivated and able to manage challenging situations</li> <li>• Approachable, committed and resourceful</li> <li>• Ability to remain calm, make considered decisions and seek advice when necessary</li> </ul>	E E E  E  E E  E  E E E  E  E E E	A / I A / I A / I  A / I  A / I A / I  A / I  A / I A / I A / I  A / I  A / I A / I A / I
<b>Knowledge/Qualifications:</b>	<b>Essential / Desirable (E / D)</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Commitment to high educational, professional and personal standards</li> <li>• Evidence of continuing and recent professional development relevant to the post</li> <li>• Commitment to the schools' ethos and values</li> <li>• Create a stimulating and safe learning environment</li> </ul>	E E E  E	C A / I A / I  A / I

<ul style="list-style-type: none"> <li>Establish and maintain a purposeful working atmosphere though deploying a wide range of effective behaviour management strategies</li> <li>Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject taught, other relevant initiatives and the school's own policies</li> <li>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers</li> <li>Assess and record the progress of pupils' learning to inform next steps and monitor progress</li> <li>Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote diversity and equality in the classroom</li> <li>Encourage children to develop self-esteem and respect for others</li> <li>Communicate with a range of audiences (verbal, written, using IT as appropriate)E</li> <li>NPQML, NPQSL or equivalent leadership qualification</li> </ul>	E E  E  E E E E E E D	A / I A / I  A / I A / I A / I A / I A / I A / I A 
<b>Experience:</b>	<b>Essential / Desirable (E / D)</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>Teaching experience within the age range and/or subject(s)</li> <li>Leadership experience – whole school subject leadership or phase leadership</li> </ul>	E/D  D	A / I  A / I
<b>Other Requirements:</b>	<b>Essential / Desirable (E / D)</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of children, young people and adults</li> <li>Excellent record of attendance and punctuality</li> <li>Enhanced DBS check</li> </ul>	E  E  E	A / I  A / I / R R / C

*We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.*

*Cathedral Schools Trust recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. We welcome applications of all backgrounds but particularly welcome those from BAME backgrounds as we recognise that our staff team does not currently reflect the diversity of our student body. As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.*