



## PERSON SPECIFICATION: MAINSCALE TEACHER

CRITERIA	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Qualified Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous INSET and commitment to further professional development</li> </ul>
<b>PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Recent relevant service training in current education practice</li> <li>Thorough knowledge of the secondary curriculum</li> <li>Thorough knowledge of current assessment practices in education</li> <li>Willingness to undertake further training and development</li> </ul>	<ul style="list-style-type: none"> <li>Post graduate study</li> <li>Relevant in service training in education practices</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Successful teaching experience in the secondary phases</li> <li>Experience and good working knowledge of the National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a school with a high percentage of EAL pupils</li> <li>Experience across the secondary phases</li> <li>Working in partnership with parents</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>The class teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The theory of practice of providing effectively for the individual needs of all children (eg classroom organisation and learning strategies)</li> <li>Statutory National Curriculum requirements at the appropriate key stage</li> <li>The monitoring, assessment, recording and reporting of pupils' progress</li> <li>The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection</li> <li>The positive links necessary within school and with all its stakeholders</li> <li>Effective teaching and learning styles</li> </ul>	<p>in addition, the class teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The preparation and administration of statutory National curriculum tests</li> <li>The links between schools, especially partner schools</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>Excellent classroom practitioner skills</li> <li>Ability to lead by example</li> <li>Ability to effectively managing challenging</li> </ul>	<ul style="list-style-type: none"> <li>Good powers of reasoning and judgement in a variety of situations and at times of pressure</li> </ul>

	behaviour <ul style="list-style-type: none"> <li>• Ability to organise and manage time and resources effectively</li> <li>• Ability to work effectively in teams</li> <li>• Ability to communicate effectively all levels</li> <li>• Knowledge of and ability to use a range of formative assessment practices</li> <li>• Confidence with ICT</li> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale</li> <li>• Establish and develop close relationships with parents, governors and the community</li> <li>• Create a happy, challenging and effective learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies for creating community links</li> </ul>
<b>PERSONAL CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Empathetic</li> <li>• Enthusiastic</li> <li>• Organised</li> <li>• Patient</li> <li>• Resourceful</li> </ul>	
<b>OTHER</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Flexibility and adaptability</li> <li>• High level of enthusiasm and energy</li> <li>• Awareness, understanding and commitment to Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Good sense of humour</li> </ul>

*All the above elements will be assessed and evaluated through the application form and the selection process*