



### Person Specification

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| <b>JOB TITLE:</b> | <b>Teacher</b>    |
| <b>DATE:</b>      | <b>April 2024</b> |
| <b>STATUS:</b>    | <b>FINAL</b>      |

| CRITERIA | Essential/<br>Desirable |  |  |  |  |
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#### Knowledge and qualifications

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| 1. A DfE recognised and relevant teaching qualification   | E | ✓ |   |   | ✓ |
| 2. Knowledge and understanding of primary subjects and curriculum areas   | E | ✓ |   |   |   |
| 3. Knowledge and understanding of the Year 5 primary curriculum.  | D | ✓ |   |   |   |
| 4. Up to date working knowledge and understanding of teaching and learning and behaviour management strategies.   | E | ✓ |   |   |   |
| 5. Evidence of relevant and on-going professional development and training  | E | ✓ |   |   |   |
| 6. Awareness of current legislation, policies and guidance on safeguarding of learners and promotion of their wellbeing.  | E |   | ✓ | ✓ |   |
| 7. Up to date working knowledge and understanding of a range of Quality First Teach strategies and interventions to support all pupils including Read, Write, Inc phonics scheme. | E | ✓ | ✓ | ✓ |   |

#### Experience

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| 8. Successful track record as a teacher that demonstrates high quality teaching and learning and positive impact | E | ✓ |  | ✓ |  |
|--|---|---|--|---|--|

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| on learner outcomes.  |   |   |   |   |  |
| 9. Recent experience of teaching Year 5.  | E | ✓ |   | ✓ |  |
| 10. Experience of analysing data to inform planning and using ongoing assessment to adapt lessons.  | D | ✓ |   |   |  |
| 11. Contribute and support the development of the curriculum by coordinating/leading a subject or age group.  | D |   | ✓ | ✓ |  |
| 12. Experience of using relational practices.   | E | ✓ | ✓ |   |  |
| <b>Skills and competencies</b>  |   |   |   |   |  |
| 13. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | E | ✓ |   | ✓ |  |
| 14. Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs.  | E | ✓ | ✓ |   |  |
| 15. Good written and verbal communication skills.   | E | ✓ | ✓ | ✓ |  |
| 16. Able to communicate effectively with children, young people, colleagues and parents/carers.   | E |   | ✓ | ✓ |  |
| 17. Able to engage and motivate learners in the school environment.   | E |   | ✓ | ✓ |  |
| 18. An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress.  | E | ✓ | ✓ | ✓ |  |
| 19. Work collaboratively as a member of a team and contribute to professional development of colleagues, including sharing effective practice.  | E |   | ✓ | ✓ |  |
| 20. Plan, organise and prioritise to manage time effectively.   | E | ✓ | ✓ | ✓ |  |
| 21. Able to use ICT knowledge and skills in the learning environment.   | E |   | ✓ | ✓ |  |
| 22. Adaptable to new ideas and new learning environments.   | E |   | ✓ | ✓ |  |
| 23. High levels of enthusiasm and commitment to working   | E | ✓ | ✓ | ✓ |  |

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| with children.   |   |   |   |   |   |
| <b>Other</b>   |   |   |   |   |   |
| 24. Willing and able to contribute to extra-curricular activities.   | D |   | ✓ | ✓ |   |
| 25. Willing and able to contribute to whole school development initiatives and whole school improvement planning.                                | D |   | ✓ | ✓ |   |
| 26. Other interests/expertise that would benefit learners and the school   | D | ✓ |   |   |   |
| 27. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role | E | ✓ |   |   | ✓ |
| 28. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role                 | E |   |   |   | ✓ |
| 29. Embraces and displays the NEAT values: aspirational, collaborative, inclusive, innovative, has integrity, responsible                        | E | ✓ |   | ✓ |   |