



Teacher Person Specification – Teacher KS1 / Foundation Stage

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status (with DfE Number), including skills tests where required;</p> <p>First/Second Class Degree;</p> <p>Ability to meet the Teachers Standards commensurate with experience and salary;</p> <p>High standards of literacy and numeracy;</p> <p>Willingness to develop own expertise (evidenced through continuing professional development);</p> <p>Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people.</p>	
Experience	<p>The teacher should have experience of:</p> <p>Successful teaching throughout Foundation Stage and / or Key Stage one</p> <p>Planning effectively to provide a rich curriculum that leads to high standards of attainment</p>	<p>In addition the teacher might have experience of:</p> <p>teaching throughout the primary phase in a variety of settings;</p> <p>leading a subject within a school.</p>
Knowledge and understanding	<p>The teacher should have knowledge and understanding of:</p>	<p>In addition, the teacher member might have knowledge and understanding of:</p>

	<p>how pupils make progress within lessons and over time;</p> <p>how ongoing assessment, through assessment for learning, informs teaching;</p> <p>effective use of other adults in the classroom to impact on learning;</p> <p>the national curriculum / EYFS curriculum;</p> <p>how to support and challenge all learners, ensuring provision for all groups including SEN and Gifted and Talented pupils;</p> <p>effective positive behaviour management;</p> <p>supporting the policy and practice of inclusion.</p>	<p>how to support colleagues;</p> <p>how to lead staff meetings to impact on school improvement;</p> <p>knowledge of assessment for learning strategies</p>
<p>Skills</p>	<p>The teacher will be able to:</p> <p>communicate effectively (both orally and in writing) to a variety of audiences;</p> <p>show evidence of good interpersonal skills as a team member, and in handling sensitive situations in a wider context;</p> <p>establish good working relationships throughout the school community;</p> <p>promote a subject area effectively within the school;</p> <p>ICT skills and their application within teaching and learning;</p> <p>promote and contribute to the school's aims, ethos and values positively;</p> <p>work with governors and parent groups;</p> <p>ability to reflect on practice and act on advice to improve professional practice.</p>	

Personal characteristics	Hardworking and committed to inclusive education; A belief in the value of individuals and that every child genuinely matters, can attain well and make at least good progress regardless of starting point(s); Have a passion and enthusiasm for learning and specialist subject(s); A commitment to excellence and working in partnership; A commitment to contributing to completion of professional duties and the work of teams; Commitment to continuing professional development; Capacity for working under pressure and prioritising tasks; Ability to model very high standards of professional practice and personal standards at all times; Excellent attendance and punctuality.	
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The skills and attributes listed above will be assessed through the application form and supporting statement, the interview task and the interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to the safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to the use of authority and maintaining discipline

If the candidate is short listed, any relevant issues arising from references will be taken up at interview.