

Teacher Person Specification

Upper Key Stage 2 Teacher

	Essential	Desirable	Evidence
Training and Qualifications	<ul style="list-style-type: none"> ● Qualified teacher status ● Degree ● Successful primary teaching experience (or placements in the case of an ECT) ● Commitment to further professional development 	<ul style="list-style-type: none"> ● Relevant further professional qualifications 	<ul style="list-style-type: none"> ● Application Form ● Certificates
Experience	<ul style="list-style-type: none"> ● Proven track record of good teaching which has led to high standards of pupils' learning ● Successful experience of working with parents/carers ● Experience of teaching in same phase of education ● Commitment to safeguarding issues and understanding of promoting the welfare of children 	<ul style="list-style-type: none"> ● Experience of working with children with Special Educational or additional needs ● Experience of working with children with delayed speech and language ● Experience of working with children who have English as an Additional Language ● Experience of working in same Key Stage ● Experience of reporting to governors 	<ul style="list-style-type: none"> ● Application Form ● Supporting letter of application
Knowledge and Understanding	<ul style="list-style-type: none"> ● Good knowledge and understanding of expectations for age range ● Understand how to implement inclusive practices which demonstrate you can cater for all educational needs ● Effective assessment procedures, recording and reporting ● Knowledge of statutory policies and procedures including safeguarding and child protection ● Knowledge and experience of IT for teaching 		<ul style="list-style-type: none"> ● Supporting letter of application ● Interview ● Interview activity ● References

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	<p>and management purposes</p> <ul style="list-style-type: none"> ● Good understanding on the way in which children develop and learn ● Knowledge and understanding of how to promote wellbeing ● Knowledge and understanding of the wider curriculum e.g. framework for independence 		
Skills	<ul style="list-style-type: none"> ● Ability to skilfully and effectively deploy support staff ● Ability to plan a series of lessons to ensure development and depth of key learning ● Good behaviour management strategies ● Good interpersonal and organisational skills ● Creative and imaginative thinking in order to identify opportunities and anticipate problems ● Good communication to a range of audiences ● Excellent time management, with the ability to meet deadlines. ● High expectations for children’s attainment and progress ● Self-motivated and able to work efficiently and effectively with minimum supervision ● Punctual, trustworthy, inspiring, demonstrating outstanding practice and supporting and building confidence in others 		<ul style="list-style-type: none"> ● Interview ● Interview activity ● References
Personal Attributes	<ul style="list-style-type: none"> ● Personal and professional commitment to the ethos and aims of the school ● A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school 		<ul style="list-style-type: none"> ● Interview ● Interview activity ● References

	Essential	Desirable	Evidence
	<ul style="list-style-type: none"> ● Commitment to maintaining confidentiality at all times ● Commitment to safeguarding and equality ● Passionate about education and particularly determined to improve outcomes for all children ● Positivity and resilience ● Determination to ensure the success of all ● Able to use initiative and solve problems ● Able to reflect on own practice and identify areas of development ● Flexibility, energy and enthusiasm ● Team player ● Calm, friendly and approachable ● High standards for own attendance and punctuality ● Commitment to equality of opportunity 		