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**Teacher**

**Person Specification**

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| **Attributes** | **Essential Criteria** | **Desirable Criteria** |
| **Qualifications/training** |  |  |
| Education | Qualified teacher status  A degree or equivalent.  GCSEs (or equivalent) incl English and Mathematics | Higher degree qualification, post graduate courses |
| Professional Development | Evidence of participation in a range of INSET. |  |
| **Experience** |  |  |
| Teaching | Successful classroom teaching experience (Successful student placements for NQTs) | Evidence of curriculum leadership across the school age range. |
| National Framework | OFSTED awareness  Awareness of current developments in education and the implications of these. | Recent experience of an OFSTED inspection and its follow up.    Understanding of conduct of teacher appraisal |
| Teaching and Learning | Practical understanding of effective teaching and learning strategies. |  |
| Standards | Awareness of strategies to raise pupil achievement and manage behaviour.  . | Involvement in school improvement work.  Understanding of how to set targets |
| National Curriculum | Understand the planning of the National Curriculum, including assessment, recording and reporting. |  |
| Parents and Community | Experience of working with parents to support their children’s learning | Understanding of the role which can be played and the community in raising standards |
| **SKILLS** |  |  |
| Management | Able to manage support staff in the classroom | Ability to implement changes and monitor impact |
| Relationships | Able to establish and develop good relationships with all involved in the school | Commitment to the school’s wider community |
| Interpersonal and Communication Skills | Ability to communicate effectively in writing and orally  Competent in the use of ICT | A positive and energetic approach to work  Flexible and approachable Resilient under pressure |
| **Attitudes** |  |  |
| Education Philosophy | A commitment to inclusive education and willingness to respond to the needs of individual learners | An understanding of the way schools can promote values and a moral code. |
| Staff Development | Commitment to their own development |  |
| Equal Opportunities | Commitment to equality of opportunity  Commitment to race and gender equality and social inclusion | Understanding of the needs to promote positive role models |