

**Hope View School**

**Person Specification for**

**Key Stage 2 (Years 3/4) Teacher**

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| **Qualifications & Experience**  | •  | Qualified Teacher Status  |
|  | •  | A relevant degree (or equivalent)  |
|  | •  | Evidence of recent and relevant professional development  |
|  | •  | Successful teaching experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs Experience of teaching the KS2 curriculum. |
|  | •  | Secure understanding of how professional development can be used to develop colleagues practice.  |
| **Communication**  | •  | Ability to use clear language to communicate information unambiguously  |
|  | •  | Ability to listen effectively  |
|  | •  | Overcome communication barriers with children and adults  |
|  | •  | Establishing effective partnerships with parents/carers  |
|  | •  | Excellent interpersonal and communication skills at all levels  |
|  | •  | The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies  |
| **Working with children**  | •  | Understand and implement the school’s behaviour management policy to ensure a productive and safe learning environment  |
|  | •  | Ability to understand and support children with special educational needs  |
|  | •  | Ability to plan and teach well-structured lessons based upon accurate assessment.  |
|  | •  | Understand and support the importance of physical and emotional wellbeing  |
|  | •  | Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels  |
|  | •  | A passion for ensuring all children and young people achieve to the best of their abilities  |
|  | •  | The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence  |
| **Working with others**  | •  | Understand the role of others working in and with the school  |
|  | •  | Understand and value the role of parents and carers in supporting children  |
|  | •  | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults  |
|  | •  | Know when, how and with whom to share information  |
| **Skills, Abilities and Knowledge**  | •  | Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence  |
|  | •  | The ability to demonstrate good subject and curriculum knowledge  |
|  | •  | Excellent organisational and time management skills and an ability to prioritise |
|  | •  | A thorough knowledge and understanding of how children learn, develop and progress through life stages and events  |
|  | •  | How IT can be used effectively to motivate children to learn - and to have a level of IT skills.  |
|  | •  | How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, Leaders and other professionals and agencies  |
|  | •  | Up to date knowledge of current developments in education  |
| **General**  | •  | Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools  |
|  | •  | Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil  |
|  | •  | Good understanding of and commitment to child protection procedures  |
|  | •  | Understand procedures and legislation relating to confidentiality  |
|  | •  | Be prepared to develop and learn in the role High professional standards, resilience, flexibility, commitment and dedication to the teaching profession |