

**Hope View School**

**Person Specification for**

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

|  |  |  |
| --- | --- | --- |
| **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 |