



# BLEAN PRIMARY SCHOOL

## PERSON SPECIFICATION

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**PERSON SPECIFICATION: Class Teacher KS2**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>- QTS</li> <li>- Willingness to undertake further professional development in line with the school improvement plan to improve own practice and disseminate this to colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of further professional studies, including using an action research approach to develop practice</li> </ul>
<b>Experience and Attainments</b>	<ul style="list-style-type: none"> <li>- A consistently good to outstanding practitioner, with current experience in a primary school setting.</li> <li>- An excellent role model, exemplifying the teacher standards.</li> <li>- An up to date knowledge of the primary curriculum and associated assessments.</li> <li>- A proficient teacher of synthetic phonics and reading with evidence of accelerated pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Previous experience of teaching successfully in more than one primary phase.</li> <li>- Evidence of leading an initiative in school that has impacted positively on standards and well-being.</li> <li>- An effective Subject Leader.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>- Challenge and Support – an ability and commitment to do everything possible for each pupil and to enable all pupils to be successful.</li> <li>- Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>- Drive for Improvement – relentless energy for setting and meeting challenging targets for pupils and the school.</li> <li>- Enduring Resilience – able to sustain energy, optimism and motivation in the face of pressure and setbacks.</li> <li>- Team Working – the ability to</li> </ul>	

	<p>work with others to achieve shared goals.</p> <ul style="list-style-type: none"> <li>- Community Engagement – positive engagement with parents regularly on an informal basis and in structured meetings to discuss pupil progress and attainment.</li> <li>- Flexibility – a ‘can do’ approach.</li> </ul>	
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate a creative approach; designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those related to subject/curriculum knowledge and which engenders a love of learning.</li> <li>- Good communication skills orally and in writing (including use of standard spoken English)</li> <li>- The ability to promote equality and inclusion in teaching by making effective personalised provision for all; including those for whom English is an additional language, or who have special educational needs or a disability.</li> </ul>	