

## Personnel Specification

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|-------------------|---|
| <b>Job Title:</b> | <b>Teacher ( KS1 or KS2 )</b>   |
| <b>Salary:</b>    | <b>Mainscale (£23,720 - £34,325) pro rata<br/>or Upper Payscale ( £36,646 - £39,406) pro rata</b> |
| <b>Post Name:</b> | Teacher – Full-time – Fixed term for 1 year   |

| ESSENTIAL   | DESIRABLE  |
|---|--|
| <p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree or equivalent</li> </ul>   | <p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Evidence of further study and professional development</li> </ul>  |
| <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Secure in successful teaching with a sound knowledge at KS1 or KS2</li> </ul>   | <p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• A range of teaching experience and knowledge within the relevant key stage</li> <li>• Experience of working as a member of a team</li> <li>• Involvement in extracurricular activities with children</li> <li>• Willingness and /or ability to assist with music/games/clubs</li> <li>• Ability to play the piano or other musical instrument</li> </ul> |
| <p><b>WRITTEN APPLICATION</b></p> <ul style="list-style-type: none"> <li>• A well-constructed application showing clear thinking about the appropriate curriculum and classroom management styles to give the best learning experience to our children.</li> <li>• The application should include personal education philosophy and a presentation of previous experience and ideas to meet the requirements of the post</li> </ul> |  |

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| ESSENTIAL   | DESIRABLE   |
|---|---|
| <p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• A sound knowledge of the primary national Curriculum and educational issues</li> <li>• Ability to offer each child a broad and balanced curriculum</li> <li>• Ability to identify children’s learning needs</li> <li>• Ability to identify cross-curricular links, particularly with reference to Computing and English</li> <li>• Understanding of record keeping, target setting and using assessment for developing children’s learning</li> </ul> | <p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Experience of working with Children with Special Needs</li> </ul>                               |
| <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Evidence of involvement in INSET and curriculum development</li> <li>• Ability contribute to whole school development</li> <li>• Willingness to continue developing skills and expertise</li> </ul>   |   |
| <p><b>MAT ETHOS &amp; EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• High expectations of pupils' achievement and behaviour</li> <li>• A commitment to playing a full part in the Pastoral Welfare of pupils</li> <li>• A willingness to work with colleagues in other schools to improve pupils’ learning opportunities</li> </ul>  | <p><b>MAT ETHOS &amp; EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• An understanding of processes to develop positive mental attitudes</li> </ul> |
| <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Evidence of good, positive relationships with children, staff and parents</li> <li>• A willingness to work with colleagues in other schools to improve pupils’ learning opportunities</li> </ul>   | <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Awareness of the role of the Governing Body</li> </ul>                                       |

*Continues overleaf:*

| ESSENTIAL  | DESIRABLE   |
|--|---|
| <p><b>CLASSROOM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Evidence of good classroom management and planning strategies</li> <li>• An understanding of monitoring and evaluation strategies</li> <li>• Able to identify and meet the needs of disadvantaged pupils, those with SEND, and more able pupils.</li> <li>• A good understanding of appropriate behaviour strategies</li> <li>• An understanding of the impact of behaviour on learning</li> </ul>   | <p><b>CLASSROOM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Experience of planning and delivering the curriculum as part of a team</li> </ul>   |
| <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• An ability to make constructive working relationships with colleagues and pupils</li> <li>• Evidence of successful working with parents</li> <li>• Able to command respect</li> </ul>   | <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• The ability to motivate and inspire staff and pupils across the school</li> </ul>  |
| <p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Good record of attendance and punctuality</li> <li>• An ability to motivate and inspire colleagues</li> <li>• Good personal organisation and time management</li> <li>• An ability to use initiative</li> <li>• An ability to effectively communicate orally and in writing</li> <li>• Strong interpersonal skills</li> <li>• Evidence of enthusiasm and friendliness, with a sense of humour</li> <li>• A starter and a finisher</li> </ul> | <p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Confidence in giving a clear message</li> <li>• Persuasiveness</li> <li>• Experience of partnership with teaching and non-teaching staff</li> <li>• Creativity</li> <li>• Interest in extra- curricular activities</li> </ul> |