**Parkside Primary School**

Person Specification – Teacher

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| **Qualification and Experience** | | |
| 1. | Qualified Teacher Status and evidence of appropriate subsequent in-service training. | E |
| 2. | Evidence of recent successful teaching experience particularly in Reception/Key Stage 1 | E |
| 3. | Proven experience in planning, assessment and classroom organisation. | E |
| 4. | Evidence of successful teaching experience in a diverse school. | D |
| 5. | Proven experience of high standards of primary classroom practice and of teaching area of responsibility. | E |
| 6. | Clear understanding of the Foundation Stage/National Curriculum. | E |
| **Abilities** | | |
| 7. | Evidence of the personal and intellectual qualities to set an example to others. | E |
| 8. | Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. | E |
| 9. | Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils. | E |
| 10. | Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school. | E |
| **Skills** | | |
| 11. | An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child. | E |
| 12. | Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment. | E |
| 13. | Evidence of good subject knowledge to be able to deliver the National Curriculum. | E |
| 14. | Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment. | E |
| 15. | Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school. | E |
| 16. | Evidence of good interpersonal skills and the ability to work as a member of a team and develop and maintain good relations with all members of the school community. | E |
| 17. | Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. | E |
| **Knowledge** | | |
| 18. | Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning. | E |
| 19. | Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child’s identity is respected, maintained and enhanced and that stereotypes are challenged in a sensitive way. | E |
| 20. | Evidence of knowledge of the legal requirements, national policy and guidance on the safeguarding of children. | E |
| **Disqualifying Factors** | | |
|  | An indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Council’s Equal Opportunities Policy. |  |

E = Essential

D = Desirable