

**PENNINE VIEW SCHOOL**

**PERSON SPECIFICATION: CLASS TEACHER**

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|  | **ESSENTIAL** | **DESIRABLE** | **EVIDENCE** |
| **EXPERIENCE** | | | |
| Evidence of successful relevant teaching experience | X |  | A/I |
| Experience of successfully teaching in more than one school / age range. |  | X | A/I |
| **EDUCATION AND TRAINING** | | | |
| Qualified teacher status. | X |  | A |
| Evidence of appropriate professional development. | X |  | A/I |
| **CURRICULUM LEADERSHIP** | | | |
| Up to date, comprehensive knowledge of curriculum developments. | X |  | A/I |
| Ability to plan and implement SoW | X |  | A/I |
| Inspire, motivate and support teachers and TA’s to deliver high quality learning | X |  | A/I |
| Reflect on the success of teaching strategies, individual lessons and SoW in meeting the needs of pupils. | X |  | A/I |
| Understand, interpret and use effectively pupil progress data | X |  | A/I |
| Development of events and experiences which support the school to raise standards | X |  | A/I |
| Development of the use of ICT in the curriculum | X |  | A/I |
| Take responsibility for own continuing professional development | X |  | A/I |
| **TEACHING AND LEARNING** | | | |
| Demonstrate excellent classroom practice. | X |  | A/I |
| Applies a working knowledge of school planning, evaluation and assessment. | X |  | A/I |
| Demonstrates knowledge and understanding of child development and pedagogy and its relevance to the process of teaching and learning. | X |  | A/I |
| A positive, proactive approach to behaviour management. | X |  | A/I |
| Evidence of involvement in and commitment towards the development and implementation of school’s vision, aims and curriculum. | X |  | A/I |
| Evidence of understanding the importance of developing good relationships and the need for stimulating teaching in order to ensure engagement and progress in learning. | X |  | A/I |
| Ability to use ICT effectively to promote children’s learning. | X |  | A/I |
| Some knowledge of the use of ICT in assessment. |  | X | A/I |
| **EFFECTIVE RELATIONSHIPS AND NETWORKS** | | | |
| Well-developed views about all aspects of parent partnership and parent consultation. | X |  | A/I |
| Commitment to forming positive relationships with other schools. | X |  | A/I |
| Ability to form good relationships with pupils, staff, parents and Governors. | X |  | A/I |
| **INCLUSION AND SAFEGUARDING** | | | |
| Evidence of understanding about the need for a differentiated curriculum within a special school. | X |  | A/I |
| Experience of children with special needs at both ends of the spectrum. | X |  | A/I |
| Commitment to equal opportunities and inclusion. | X |  | A/I |
| Evidence of a good understanding and commitment to safeguarding, child protection and health and safety procedures. | X |  | A/I |
| **PERSONAL QUALITIES** | | | |
| Ability to innovate and contribute to the life of the school. | X |  | A/I |
| Positive, proactive, tidy and well organised. | X |  | A/I |
| Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding of primary practice. | X |  | A/I |
| Good communication and planning skills. | X |  | A/I |
| Must be able to meet the physical and travel/mobility requirements of the post (with or without reasonable adjustments) | X |  | I |
| Well-developed team working skills. | X |  | A/I |
| Wider interests outside school that can be used to enrich school life. |  | X | A/I |

A = Application                        I = Interview                             O = Observations