

PERSON SPECIFICATION

School: Bowhill Primary
 Job Title: Teacher
 Grade: Teacher Pay Scale

		Essential or Desirable
EDUCATION AND EXPERIENCE	<p>Qualifications Qualified Teacher Status and evidence of appropriate subsequent in-service training.</p> <p>Experience Recent successful teaching experience at Key Stage One.</p> <p>Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.</p> <p>Proven experience of high standards of primary classroom practice.</p> <p>Evidence of managing and co-ordinating a curriculum area of responsibility.</p> <p>Disposition Positive, caring and enthusiastic. Ability to contribute to the whole school team and to value the opinions and ideas of others.</p> <p>Personal Qualities Evidence of the personal and intellectual qualities required to set an example to others.</p> <p>Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>Commitment to Excellence Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p>
SKILLS, KNOWLEDGE AND ABILITIES	<p>Leading and Managing Change Evidence of a clear view about the future development of a specific area of responsibility in school and an ability to manage change.</p> <p>Evidence of the skills and abilities required to advise teachers in their planning for a specific area of curriculum responsibility.</p> <p>Educational and Curriculum Matters 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.</p> <p>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.</p> <p>A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities.</p> <p>Evidence of good general knowledge of the requirements of the National Curriculum.</p> <p>Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.</p>	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

	<p>Performance Review Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.</p> <p>Proven ability for effective self-review and strategies for their own professional development.</p> <p>Record Keeping 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.</p> <p>Behaviour and Ethos 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.</p> <p>Needs of Young Children Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.</p> <p>Interpersonal Skills Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Educational Authority and relevant agencies as required.</p> <p>Communications Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.</p> <p>Health and Safety An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.</p> <p>Equal Opportunities 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 and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p> <p>Candidates should ensure that they address all of the above criteria in their application form referring where appropriate to actual experience. Candidates will be selected on the basis of the extent to which they meet the selection criteria in their application form.</p>	<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
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