



PERSON SPECIFICATION

“MAGIC Children!
 Motivated Aspirational Growing in
 Independence and Confidence”

1. INTRODUCTION			
1.1	Post	Class Teacher with TLR2	
Knowledge		E = Essential D = Desirable	Identified by I – Interview A – Application T - Task
2.1	Principles, practice and pedagogy of primary education	E	A
2.2	Strategies to raise pupil achievement	E	A/I/T
2.3	Strategies to improve pupil behaviour	E	I
2.4	Methods of data handling and the analysis and interpretation of data to inform school development planning	E	T
2.5	Evidence of an outstanding knowledge of the new National Curriculum and EYFS with particular regard to phonics	E	A/I
2.6	Knowledge of the role of the SENCO	E	A/I
2.10	Knowledge and understanding of Safeguarding and Child Protection issues	E	A/I
Skills and Abilities		E = Essential D = Desirable	Identified by
3.1	Demonstrate well developed team working skills	E	I/T
3.2	Is an outstanding teacher	E	A/I/T
3.3	Show evidence of leading and developing school-based INSET	E	A/I
3.4	Show evidence of school improvement planning and monitoring	E	A/I
3.5	Demonstrate an understanding of the role of the governing body	E	I
3.6	Ability to lead a subject(s)	E	I
Experience		E= Essential D=Desirable	Identified by
3.7	At least 3 years experience of working in EYFS and/KS1	E	A
3.8	Experience of subject leadership	E	A
3.9	Experience in the role of school SENCO / Inclusion Manager	D	A/I
3.10	Liaising with outside agencies to promote higher standards	D	A/I
3.11	Experience of leading successful school improvement	E	A/I



Qualifications and Training		E= Essential D=Desirable	Identified by
4.1	DfE recognised Qualified Teacher Status	E	A
4.2	Post Graduate Qualification related to teaching	D	A
4.3	Evidence of recent, significant, relevant professional development	E	A
4.4	Evidence of training for pupils with SEN	E	A
4.5	National Qualification for SENCOs	D	A
Professional Values and Practice		E= Essential D= Desirable	Identified by
	Must be able to demonstrate all of the following:		
6.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	I/T/A
6.2	Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners	E	I/A/T
6.3	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E	/IT
6.4	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	E	A/I
6.5	Able to liase sensitively and effectively with parents and carers recognising role in pupils' learning	E	A/I
6.6	Able to improve their own practice through observations, evaluation and discussion with colleagues	E	I

