



TLR Teacher PERSON SPECIFICATION

Note: Candidates failing to meet any of the essential criteria will automatically be excluded

[A] Faith Commitment

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| <ul style="list-style-type: none"> Practising Catholic or willing to support and promote the Catholic Ethos of the school | E | | A/I/R |

[B] Qualification Requirements

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| <ul style="list-style-type: none"> Qualified Primary Teacher status | E | | A/I |
| <ul style="list-style-type: none"> CCRS (Catholic Teaching Certificate) or a commitment to obtain it. | | D | A/R |

[C] Professional Development

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Recent relevant CPD particularly in relation to Key stage applied for | E | | A/I |
| Evidence of recent leadership and management professional development | | D | A/I |
| Has successfully undertaken appropriate Child Protection training/ Designated Senior Person training or a commitment to undertake. | E | | A/I |

[D] Classroom/ Leadership experience

| | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Proven track record of outstanding classroom teaching in KS 1 or KS2. | E | | A/R/O |
| Involvement in the implementation of whole school initiatives | E | | A/I |
| Experience of effective involvement of parents in their children's education | E | | A/I |
| Successful implementation of quality assessment techniques to inform teaching and learning, including moderation | E | | A/I |
| Experience of involvement in transition between of one of the following, home-EYFS, EYFS-KS1, KS 1 to KS 2 | | D | A/I |

| | | | |
|--|---|--|-----|
| To have taken an active involvement in school self-evaluation and development planning | E | | A/I |
| Leading and delivering continuous professional development | E | | A/I |
| Whole School leadership of a core or foundation Subject | E | | A/I |
| To have had responsibility for policy development and implementation throughout the school | E | | A/I |

| | | | |
|---|--|----------|------------|
| Involvement in monitoring the quality of Teaching and Learning in Early Years and KS1 or KS 2 | | D | A/I |
|---|--|----------|------------|

[E] Experience and knowledge of teaching

| | Essential | Desirable | Source |
|---|------------------|------------------|---------------|
| Successful teaching experience in KS1 or KS2 | E | | |
| Successful experience working with children from a range of backgrounds and ethnic groups and with a variety of learning needs including special educational needs and gifted and talented. | E | | A/I |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses | E | | A/I |
| To be able to exemplify how the needs of all pupils have been met through high quality teaching. | E | | A/I |
| To understand the raised expectations of the National Curriculum and the end of Key Stage tests. | E | | A/I/R |
| Excellent behavior management skills and a willingness to be Team Teach trained. | E | | A/I |

[F] Professional Knowledge, Skills and Attributes

| | Essential | Desirable | Source |
|--|------------------|------------------|----------------|
| Demonstrate an understanding of the needs of all pupils and how these could be met. | E | | A/I |
| Ability to work as part of an effective Senior Management Team. | E | | A/I |
| To have a secure working knowledge of the National curriculum and assessment, recording and reporting requirements | E | | A/I |
| Ability to secure high standards of pupil achievement and behaviour in the school. | E | | A/I |
| Outstanding teacher of phonics and/ or reading, with the ability to implement and lead the systematic, high quality provision of phonics and reading in KS1 or KS 2. | E | | A |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | E | | A/I/R |
| To be a confident user of ICT and assessment packages and to understand how to analyse data. | E | | A/I |
| Ability to inspire, lead and motivate the children and staff in the pursuit of excellence | E | | A/I/O/R |
| Ability to develop staff and manage their performance through the Appraisal System and a willingness to undertake training in this. | | D | A/I |
| Ability to analyse, understand and interpret Early Years performance data KS 1 and KS 2 in your Core subject. | E | | A/I/R |
| A thorough grasp of current educational issues, including the updated OFSTED framework. | E | | A/I |
| Show a good commitment to sustained attendance at work | E | | A/I/R |
| An indepth knowledge of safeguarding and the requirements of the Revised Keeping Children Safe in Education (Sep.18) | E | | A/I |

[G] Personal Qualities

| | Essential | Desirable | Source |
|---|-----------|-----------|---------|
| Excellent interpersonal and communication skills at all levels | E | | A/I/O/R |
| The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and governors | E | | A/I |
| Excellent organisational and time management skills and an ability to prioritise effectively | E | | A/I/O/R |
| An outstanding passion and drive for raising standards of teaching and learning | E | | A/I/O |
| Positive, passionate, enthusiastic and resilient, thrives on challenge. | E | | A/I/O |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | E | | A/I |
| Ability to maintain confidentiality | E | | A |
| Commitment to equal opportunities | E | | A/I |
| The ability to effectively lead a team of teaching and support staff | E | | A/I/O |
| Commitment to personal and professional development | E | | A/I/R |
| Commitment to whole school improvement | E | | A/I |

[H] Confidential References and Reports

Up to three referees should be nominated.

Only written references and reports should be provided and these should include a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above. They should also provide:

| | |
|--|---|
| A positive and supportive faith reference from a priest where the applicant regularly worships (or an additional professional reference from someone who has worked alongside you) | E |
| Positive recommendation from all referees, including current Headteacher. | E |

[I]

| Other Circumstances | E = Essential D = Desirable | Identified By |
|---|--------------------------------|---------------|
| An ability to fulfil all spoken aspects of the role with confidence through the medium of English | E | Interview |

KEY

E = Essential

D = Desirable

A = Application

I = Interview

R = References

[J] Application Form and Supporting Statement

*The appropriate application form should be **fully completed** and legible. The supporting statement should be clear, concise and related to the specific post, in black ink, 1300 words and no more than two sides*

