



GORSE COVERT PRIMARY SCHOOL



Person Specification for Class Teacher

Evidence against the person specification will be gathered in the following ways: AF Application Form I Interview Process R References

	ESSENTIAL	DESIRABLE	EVIDENCE
<i>Qualifications</i>	Qualified Teacher Status	Further evidence of professional development	Certificates
<i>Knowledge and understanding</i>	<ul style="list-style-type: none"> Have detailed knowledge of the relevant aspects of the National Curriculum and any other relevant documents Demonstrate a clear understanding of what constitutes high standards in teaching and learning Understand the importance of how both summative and formative assessment positively impact on future learning and age related national expectations Have excellent subject knowledge so that children's common misconceptions can be confidently and skilfully addressed Demonstrate an understanding of how positive relationships between teacher and child is pivotal in achieving excellence 	<ul style="list-style-type: none"> An understanding of how the curriculum can support the ethos and values of the school Demonstrate knowledge and understanding and take into account of wider curriculum developments, which are relevant to your work. 	AF, I
<i>Planning, teaching and learning</i>	<ul style="list-style-type: none"> Use teaching methods which optimise children's learning opportunities, including stimulating pupils' curiosity, effective questioning and response, good use of IT and by maximising time the children are on task Be able to identify clear learning objectives, content, lesson structures and sequences according to the subject and pupils being taught Set high expectations of pupil behaviour through clear routines, focused teaching and positive relationships Have knowledge and experience of teaching phonics 	<ul style="list-style-type: none"> Cooperative learning structures 	AF, I

	<ul style="list-style-type: none"> • Have experience of working with children with a range of special educational needs, be able to provide relevant resources for positive and targeted support • Understand the importance of a well-organised stimulating working environment in order to facilitate effective teaching and learning • Be able to challenge and develop learning capacity of Gifted, Talented and Able pupils • Understand how effective Wave 1 (first quality teaching) 2 and 3 provision can impact on sustaining pupil progress 		
<i>Assessment, evaluation and pupil progress</i>	<ul style="list-style-type: none"> • Provide effective guidance in terms of feedback, set individual targets for pupils' progress so that targets are met • Be able to assess how well learning objectives have been achieved and use this assessment for future teaching, coupled with expectations from the national curriculum 	<ul style="list-style-type: none"> • Demonstrate the ability to analyse and interpret pupil data and tracking and apply findings to future learning needs 	
<i>Professional Values</i>	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues and learning support staff and have high expectations of everyone • Ensure the effective deployment of support staff to enhance learning • Understand the need to liaise with outside agencies responsible for pupil welfare • Set a good example to the children you teach in terms of presentation and personal conduct 	<ul style="list-style-type: none"> • Evidence of working with and/or developing links with parents and/or the wider community • Demonstrate how you can work well within a team • Demonstrate an understanding of effective communication 	R, AF, I
<i>Personal qualities</i>	<ul style="list-style-type: none"> • Display warmth, care and sensitivity at all times with all children 	<ul style="list-style-type: none"> • Bring personal interests and enthusiasm to the school community 	R, AF, I

	<ul style="list-style-type: none">• Be reflective as a practitioner, evaluating your own teaching and being the driver for your own professional development• Be willing to embrace change and adapt to new ideas and circumstances• Excellent interpersonal /communication skills with parents, colleagues and governors; ability to work enthusiastically as part of a team for a common purpose• Willingness to be involved in the wider life of the school	<ul style="list-style-type: none">• Go above and beyond in times of pressure for the benefit of the team	
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