



**TEMPORARY CONTRACT to cover maternity to start January 2023 until at least October 2023**

**Required: Experienced Full Time KS1 Teacher to start January 2023**

**Person Specification**

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE 'C' or above/equivalent in both Maths and English</li> <li>• Degree</li> <li>• QTS</li> <li>• An enhanced DBS check (completed on appointment).</li> </ul>		Application
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Have a detailed knowledge of the relevant aspects of the Key Stage 1 curriculum and other statutory requirements and initiatives.</li> <li>• Recent experience of teaching in Year 1 or Year 2.</li> <li>• Knowledge and understanding of the Teaching Standards</li> <li>• Understanding of inclusion issues / SEND</li> <li>• Strength in at least 1 curriculum area</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to your work.</li> <li>• Experience of planning and implementing a creative, exciting and challenging curriculum.</li> <li>• Experience of teaching in mixed ability classes.</li> <li>• Passion and a desire to develop and lead a subject across the school and to support staff moving a curriculum area(s) forward.</li> <li>• Awareness and understanding of the impact of effective teaching of phonics using the Bug Club scheme planning and next steps for learning.</li> </ul>	Application/ interview/ tasks/ reference
<b>Planning expectations</b>	<ul style="list-style-type: none"> <li>• Be able to identify clear learning intentions, content, lesson structures and sequences according to the National Curriculum, school planning structures and the pupils being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs.</li> <li>• Demonstrate consistent and effective use of information about prior attainment to make clear expectations for all pupils.</li> </ul>	Application/ interview/ tasks/ reference

	<ul style="list-style-type: none"> <li>• Be able to set clear targets for pupils' learning, building on prior attainment and working towards challenging individual targets.</li> <li>• Have had experience of working with children with a range of special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to write and implement Pupil Case Studies, Pupil Passports and SEND Support Plans as well as any other paperwork as required to promote individual pupil achievement.</li> <li>• To be able to follow plans given by outside agencies and oversee 1-1 work.</li> </ul>	
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Have a proven track record of very good or better teaching.</li> <li>• To be able to engage children and move their learning forward by following the children's interests.</li> <li>• Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</li> <li>• Use inclusive teaching methods which keep pupils engaged and inspired.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.</li> <li>• Experience of and willingness to lead extra-curricular activities</li> <li>• Have a proven track record of outstanding teaching.</li> <li>• To have had experience of developing a positive behaviour management policy which has impacted greatly on the whole school ethos.</li> </ul>	Application/ interview/ tasks/ reference
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Be able to assess how well learning objectives have been achieved and use this assessment to inform future teaching.</li> <li>• Use school-based assessment and tracking systems to monitor progress and plan targeted next steps in learning.</li> <li>• Mark and monitor pupils' learning, providing constructive oral and written feedback and identify next steps in line with the school marking policy.</li> </ul>		Application/ interview/ tasks/ reference
<b>Pupil achievement</b>	<ul style="list-style-type: none"> <li>• Be able to analyse pupil progress and attainment data and use this to effectively plan provision to secure progress towards individual pupil targets.</li> <li>• To ensure that standards remain high.</li> </ul>	<ul style="list-style-type: none"> <li>• To support and develop colleague's assessment procedures and help them to plan their next steps for your area of subject leadership.</li> </ul>	Application/ interview/ tasks/ reference
<b>Relationships with parents and the wider community</b>	<ul style="list-style-type: none"> <li>• Prepare and present informative reports to parents.</li> <li>• Understand the need to liaise with outside agencies responsible for pupil welfare.</li> <li>• Communicate effectively with parents and carers.</li> <li>• To be an active part in the wider community and to support the ethos of the school.</li> <li>• To be aware of the impact of mental health and well-being on children and staff and to be able to use strategies to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to organise and lead assemblies.</li> </ul>	Application/ interview/ tasks/ reference

<b>Skills and personal qualities</b>	<ul style="list-style-type: none"> <li>• Ability to uphold a Christian ethos</li> <li>• Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects taught.</li> <li>• Understand your professional responsibilities in relation to school policies and practices.</li> <li>• Set a good example to the children you teach in terms of your presentation and personal conduct.</li> <li>• Ability to communicate effectively in written and spoken form</li> <li>• Well written personal statement, good grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• To be experienced at working with Teaching Assistants to ensure they feel valued and to support them in their professional development where appropriate.</li> <li>• To be keen to access further CPD.</li> </ul>	Application/ interview/ tasks/ reference
<b>Managing and Developing other adults</b>	<ul style="list-style-type: none"> <li>• To be a highly effective and supportive member of the whole staff team who look to working together to provide the best possible school environment for all pupils.</li> <li>• Be able to form extremely positive relationships with children across the school, staff, governors and parents.</li> <li>• Make effective use of support staff and volunteers in the classroom and support them to be the best they can be.</li> <li>• Be able to establish good relationships and encourage good working practices within the whole school team.</li> <li>• To work effectively with outside professionals that are brought into school to enhance children's learning.</li> </ul>		Application/ interview/ tasks/ reference
<b>Confidential references</b>	Recommendation from both referees	Strong recommendation from both referees	Reference