A blue and yellow shield with white flowers

AI-generated content may be incorrect. **St Mary’s RC Primary and Nursery School**

**Person Specification – Main Pay Scale Teacher**

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| 1. **QUALIFICATIONS** | **Essential** | **Desirable** | **Source (A/I/R) \*** |
| Qualified teacher status | **√** |  | **A** |
| Recent participation in a range of relevant in-service training and/or a commitment to further professional development | **√** |  | **A** |
| CCRS Certificate or willing to undertake this course on appointment |  | **√** | **A** |
| **(B) EXPERIENCE OF TEACHING** |  |  |  |
| Experience of successful teaching in a primary school (either as a student teacher or practitioner) | **√** |  | **A** |
| Experience of teaching in a Faith School |  | **√** | **A** |
| Recent experience of teaching in KS1 |  | **√** |  |
| **(C) PROFESSIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING** |  |  |  |
| Demonstrate an understanding of the statutory requirements of the National Curriculum. | **√** |  | **A/I/R** |
| Plan sequences of lessons with clearly differentiated objectives linked to prior attainment. | **√** |  | **A/I/R** |
| Demonstrate successful behaviour/management techniques | **√** |  | **A/I/R** |
| Demonstrate effective and interactive teaching methods that motivate, engage and interest pupils. | **√** |  | **A/I/R** |
| A good knowledge and understanding of hose to use ICT effectively as an integral part of teaching and learning. | **√** |  | **A/I/R** |
| Make effective use of a range of summative and formative assessment methods. | **√** |  | **A/I/R** |
| Demonstrate an understanding of a range of Assessment for Learning practices, formative assessment (marking and feedback) |  | **√** | **A/I/R** |
| Have experience of reporting attainment and achievement to parents. |  | **√** | **A/I/R** |
| **Pupil Progress** |  |  |  |
| Have high expectations of our pupils and be committed to raising pupil achievement through appropriate challenge. | **√** |  | **A/I/R** |
| Have experience of tracking pupil progress and measuring standards against national and local data. |  | **√** | **A/I/R** |

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| **Wider professional effectiveness** |  |  |  |
| Commitment to extracurricular activities and the broader life of school e.g. special events, extra-curricular clubs | **√** |  | **A/I/R** |
| **Inclusion and Safeguarding** |  |  |  |
| Demonstrate an ability to personalise learning to support pupils with special needs | **√** |  | **A/I/R** |
| Understand when to draw on expertise of colleagues or outside agencies. | **√** |  | **I/R** |
| Be familiar with the statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health & Safety and Safety and Inclusion. | **√** |  | **A/I/R** |
| Demonstrate commitment to support health and safety policies. | **√** |  | **I/R** |
| Demonstrate commitment to equality and diversity | **√** |  | **I/R** |
| **(D) PERSONAL QUALITIES** |  |  |  |
| To have a genuine enthusiasm and enjoyment of teaching. | **√** |  | **A/I** |
| To believe that every child can succeed, regardless of background or ability, and have the determination to help them achieve this success. | **√** |  | **A/I** |
| Commitment to equal opportunities, safeguarding and the education of the whole child. | **√** |  | **A/I** |
| Excellent inter personal skills | **√** |  | **I** |
| Resilience and strong professional attitude | **√** |  | **A/I** |
| To be innovative |  | **√** | **I** |
| Professional responsibility and accountability – getting the job done through self motivation and hard work. | **√** |  | **I** |
| Excellent ability to manage own time, identify priorities and consistently meet professional targets. | **√** |  | **A/I** |

\* Application/Interview/Reference