**Person Specification**

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

You should demonstrate on your application form how you meet each of the following essential criteria. Please ensure that you address each one of the criteria as this will be used to assess your suitability for the post.

|  |  |  |
| --- | --- | --- |
| Education, Qualifications and Experience | | |
| E1 | Qualified Teacher Status and evidence of appropriate subsequent in-service training and professional development. |  |
| E2 | Experience of meeting the needs of all children, including those with learning, behavioural and emotional needs. |  |
| E3 | Recent, good or outstanding teaching experience in at least one multi-cultural, inner-city school in KS2. |  |
| Safeguarding | | |
| E4 | Display commitment to the protection and safeguarding of children and young people. |  |
| E5 | Up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people. |  |
| E6 | Will co-operate and work with relevant agencies to protect children. |  |
| Knowledge, Skills and Ability | | |
| E7 | Knowledge and experience of how children learn and the ability to apply research on effective teaching and learning in the classroom. |  |
| E8 | Demonstrate a passion for teaching, excellent knowledge of the EYFS/ National Curriculum and an understanding of how children learn and how they experience the world. |  |
| E9 | Evidence of effective use of assessment strategies to move learning on, experience of tracking progress and attainment and of analysis of data to improve outcomes for pupils. |  |
| E10 | Experience (or interest) in leading a curriculum area. |  |
| E11 | Ability to effectively manage children’s behaviour in a positive way supporting the development of self- regulation and with a commitment to trauma informed practice. |  |
| E12 | Demonstrate a commitment to and an understanding of the processes of inclusion and equal opportunities in particular experience of working with EAL and SEN learners and knowledge of how to support these children to access the curriculum and learning environment. |  |
| E13 | A willingness to work closely with SEN colleagues including the SENCO to ensure the inclusion of all children in the mainstream classroom including those with high needs. |  |
| E14 | The ability to build strong, caring professional relationships with children and to work closely with parents and carers. |  |
| E15 | Work collaboratively, creating and maintaining effective partnerships with other staff including across the federation, parents, professionals, external agencies, governors, other schools and community organisations to ensure the best outcomes for children |  |
| Personal Qualities | | |
| E16 | A commitment to the ethos and values of the school and its aspiration to narrow the gap for children from disadvantaged backgrounds including promoting the school’s wider extra- curricular and personal development offer. |  |
| E17 | Demonstrate professional qualities of resilience, determination, a growth mindset and the ability to overcome obstacles. |  |
| E18 | A sense of integrity and commitment to the school ethos and vision including meeting the needs of all children and having high aspirations for children in a diverse inner-city school . |  |
| E19 | To contribute to the supportive ethos of the school as an effective, efficient team player demonstrating good interpersonal skills and a willingness to work collaboratively as part of a team. |  |
| E20 | Ability to work and stay calm under pressure, prioritise effectively, work flexibly and maintain a healthy work life balance. |  |
| E21 | Relate well to pupils, staff and parents /carers and care about their individual needs, respecting diversity, equality and inclusivity and the ability to deal appropriately and professionally with sensitive issues. |  |
| E22 | To have a positive outlook, enthusiasm, and a good sense of humour. |  |
| E23 | Ability to adapt to changing circumstances and new ideas in a positive and creative manner. |  |
| Commitment to Equal Opportunities | | |
| E24 | Demonstrate a commitment to equality and the ability to adhere to the Council’s Dignity for All policy. |  |