



PERSON SPECIFICATION

Post: Classroom Teacher- Specialist Support Centre (SSC)

Note to applicants:

Listed below are the minimum requirements, which are considered necessary for the post. In your application, please address each of the areas marked application, giving details of your experience together with examples of how you have undertaken tasks, which illustrate clearly that you have the relevant experience, abilities, skills, knowledge and commitment for the post.

	Minimum Essential Requirements	Method of Assessment
1.	Training, Qualifications, Experience.	
1.1	DFES Recognised Teaching Qualification.	Application
1.2	To have experience of teaching across KS1	Application
1.3	To have experience of curricular delivery which would involve class, paired and individual teaching.	Application / Interview
1.4	To have attended recent, relevant courses or pursued other forms of professional development.	Application
1.5	To have experience of being involved in supporting children during transition.	Application/Interview
2.	Abilities and Skills.	
2.1	The ability to provide a well organised and stimulating learning environment within the classroom.	Application
2.2	The ability to plan, deliver and evaluate a learning programme for the children which takes into account the needs, aptitudes and stage of development of all pupils.	Application/Interview
2.3	The ability to assess the performance of children and keep records according to school policy.	Application/ Interview
2.4	The ability to be self directed and capable of working on own initiative and as part of a team.	Application/Interview
2.5	The ability to prioritise, plan and organise.	Application/Interview
2.6	The ability to work alongside, liaise and plan for Support Staff.	Application/Interview
2.7	The ability to communicate effectively in written, oral and willing to use multi media technology.	Application/Interview
2.8	The ability to communicate, engage and work with parents/carers to build positive supportive, relationships and ensure good lines of communication are in place.	Application/ interview



3.	Attributes	
3.1	The ability to form and maintain good relationships with children.	Application/ Interview
3.2	The ability to work as a member of a team including: a. Curriculum development b. Joint activities c. Joint staff responsibilities	Application/ Interview
4.	Special Knowledge.	
4.1	Understanding of learning, social and pastoral needs of pupils.	Application/Interview
4.2	Knowledge of relevant legislation and new developments, underpinning effective teaching and learning and curriculum delivery.	Application/Interview
4.3	Awareness and understanding of the various cultures represented in urban areas.	Application/Interview
4.4	Awareness and understanding of the principles of equal opportunities.	Application/Interview
4.5	Knowledge of effective teaching and learning strategies and practice in the use of positive behaviour management.	Application/Interview
4.6	Awareness of Health and Safety issues and their implementation in the work place.	Application



JOB DESCRIPTION FOR THE POST OF A MAIN SCALE TEACHER

- POST TITLE:** Main Scale Teacher
- RESPONSIBLE TO:** The Headteacher through the Deputy Headteacher and Assistant Headteacher
- MAIN PURPOSE:** To work as a class teacher to provide an effective education for her/his children within the context of the aims and objectives of Bowker Vale Primary School.
- MAIN TASKS:** All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

These include:

- **To have** high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- **To prepare**, operate and evaluate an effective, relevant, meaningful and creative classroom curriculum to develop skills, concepts, knowledge and attitudes through a mixed range of teaching methods.
- **To provide** a broad, balanced curriculum reflecting the schools aims, objectives and policies.
- **To support and** guide learners so they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners to use and apply their skills and knowledge.
- **To know** the assessment requirements, arrangements and range of approaches for the curriculum areas being taught.
- **To promote** positive working relationships with parents as partners in their children's education by providing opportunities to link home school learning.
- **To communicate** and write reports to provide information in relation to children's academic attainment, achievement, social, emotional development and welfare.
- **To create**, a purposeful, tidy, well managed, supportive and safe environment for children's learning.
- **To provide** a stimulating and effective learning environment for children in accordance with school based policy.
- **To have** a secure subject knowledge of the National Curriculum including the school based curriculum taught including those provided through the National Strategies.
- **To follow** the schools behaviour policy in order to establish high standards and maintain a clear and positive learning environment.
- **To evaluate**, record and communicate children's progress and development linked to school, local and national standards to provide learners with accurate and constructive feedback on their strengths, weaknesses, progress and areas for development and therefore ensuring that teaching is matched to children's needs.
- **To display** children's work in the classroom and in the school to show that children's' work is valued and supports learning.
- **To take responsibility** for one's own professional development, including responses to school policies and practices through a commitment to collaboration and co-operative working



- **To contribute** to and support whole school development.
- **To provide** a professional role model in terms of own classroom practice and professional relationships in school and to contribute to the building and promotion of a positive school ethos.
- **To undertake** all duties and responsibilities relevant to the school day, and the care and safety of children in a professional manner.
- **To show** an interest in all aspects of the school life.
- **To positively** promote the City Council's Policy of Equal Opportunities and the school's policy of inclusion and undertake all responsibilities for safe guarding children..
- **To work** as a team member and identify opportunities for working with colleagues managing their work where appropriate and sharing the development of effective practice with them.
- **To act** upon advice and feedback and be open to coaching and mentoring.
- **To co-ordinate, lead and manage** a curriculum area through participation in a school improvement team.
- **To use** ICT to support teaching and learning as well as in wider professional duties.

Additionally, School Teachers Pay and Conditions Document requires all teachers to be involved in:

- Advising and co-operating with the head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- Taking any such part as may be required ... in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Co-ordinating or managing the work of other staff.

Main scale teachers will be asked to maintain an overview of teaching, standards and ongoing improvement in specified subject(s) or areas.

Over time this might reasonably include:

- Reviewing and developing of curriculum policy in the subject(s)
- Monitoring and evaluating the quality of planning in the subject(s) by other teachers
- Observing teaching in the subject(s) in order to evaluate strengths and areas for further development, or the impact of school improvement work
- Evaluating relevant assessment information for individuals, groups or cohorts
- Suggesting issues in the subject(s) for further development
- Reviewing and co-ordinating the usage of resources in the subject(s)
- Providing advice and supporting new staff in the subject(s)
- Reporting on progress, achievement and standards in the subject(s) to staff, governors or parents
- Arranging and promoting relevant subject activities to promote pupils' enthusiasm and interest

