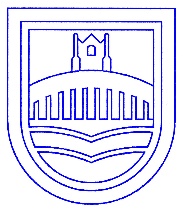
**Great Barford Church of England**

**Primary Academy**

*‘Growing together through learning, friendship and worship’*

**Great Barford Primary Academy**

Person Specification Key Stage 2 - Year 5 Teacher, Full Time fixed term contract, 2 terms in the first instance

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| **Attributes** | **Essential Criteria** | **Desirable Criteria** |
| **Qualifications / Training** | | |
| Education | Qualified Teacher Status  A Degree or Equivalent |  |
| Professional Development | Evidence of participation in INSET and Continuing Professional Development  Evidence of recent safeguarding training |  |
| **Experience** | | |
| Teaching | Recent classroom experience in Year 3  Recent experience of delivering English and Maths at Year 3  The ability to deliver the full primary curriculum as a primary practitioner | Experience of delivering the full primary curriculum as a KS2 primary practitioner |
| Safeguarding | Up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people |  |
| Management Responsibility |  | Evidence of leading CPD at whole school level |
| Resources | Experience of managing resources and effective support staff deployment |  |
| National Framework | Knowledge of the changing face of Education and the implications of these.  Awareness of Ofsted requirements. | Recent experience of an Ofsted inspection and it’s follow up.  Understand the process of teacher appraisal. |
| Teaching and Learning | Practical understanding of effective teaching and learning strategies.  Evidence of recent high quality teaching and clear understanding of learning behaviours and pupil progression.  Experience of using marking and feedback to ensure rapid progress.  Ability to create a stimulating and exciting learning environment.  Ability to meet the individual needs of all children including SEND, vulnerable children and the more able.  Ability to analyse data and contribute effectively to Key Stage and class pupil progress meetings. | Experience of mentoring and coaching colleagues and / or trainee teachers. |
| Standards | Awareness of strategies to raise pupil achievement, ensure progress, manage behaviour and meet the requirements of all policies. | Involvement in school improvement work.  Understanding of how to set targets. |
| Curriculum | Demonstrate an awareness of the National Curriculum across Key Stage 2, including tracking pupil progress  Have a secure understanding of Key Stage 2 Age Related Expectations. |  |
| Parents and Community | Experience of working with parents / carers to support their children’s learning.  Experience of working with parents to support a child’s individual needs. For example: SEND review meetings, parent consultations and reporting to parents. | Understanding of the role which can be played in the community in raising standards.  Awareness of the achievement for all programme and it’s link to increasing parental engagement. |
| **Skills** | | |
| Management | Able to deploy support staff in the classroom, including mentoring less experienced staff where appropriate. | Ability to implement changes and monitor impact. |
| Relationships | Able to establish and develop positive working relationships with all members of the school community | Commitment to the school’s wider community.  Previous experience of working with a class share partner |
| Interpersonal and Communication Skills | Ability to communicate effectively in writing and orally to a range of audiences including parents / carers and Governors.  Competent in the use of ICT for both teaching and management purposes. | A positive and energetic approach to work  Flexible and approachable  Resilient under pressure. |
| **Attitudes** | | |
| Education Philosophy | A commitment to inclusive education and willingness to respond to the needs of individual learners.  An understanding of the way schools can promote values and a moral code.  A commitment to improving children’s well-being and providing the highest possible educational experiences.  Understanding of the need to promote positive role models. |  |
| Staff Development | Evidence of commitment to their own personal professional development. |  |
| Equal Opportunities | Commitment to Equality of opportunity for all.  Commitment to Inclusion and ensuring access for all. |  |