

PERSON SPECIFICATION FOR MAIN SCALE TEACHER

General heading	Detail	General Examples	Specific examples
Qualifications & Experience	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	Must possess QTS
	Knowledge of relevant policies and procedures	e.g. School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	
	Literacy	Level of literacy required, including qualification level where required	GCSE English or equivalent Literacy skills test on commencing teacher training
	Numeracy	Level of numeracy required, including qualification level where required	GCSE Maths or equivalent Literacy skills test on commencing teacher training
	Technology	Ability to use equipment e.g. photocopier, specialist equipment e.g. for technicians, ICT packages etc.	Computer literate
Communication	Written	Form filling, letter writing, report writing	Ability to write detailed reports in line with school requirements Ability write routine letters
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults
Working with children	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a whole class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy

	SEN	General - understand and support the differences in people	Understand and support the differences in children and adults and respond appropriately
	Curriculum/School organisation	Good working knowledge of the school curriculum Any specific skills, knowledge or qualification	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching
	Child Development	Clear understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development Understand and support children in transition
	Health & Well being	To promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing
Working with others	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed
	Relationships	Ability to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles Ability to build open and honest relationships
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply
	Information	Following/giving instructions, requirements to provide information	Ability to record and report observations in an appropriate manner

			Ability to distinguish between option and fact
Responsibilities	Organisational skills	Requirements of the post	Ability to be proactive and initiate action
	Time Management	Requirements of the post	Ability to manage own time effectively
	Creativity	To show initiative, original thinking, creativity, innovation.	
General	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	To understand the range of issues to support the health and safety of all pupils, staff and visitors to the school
	Child Protection	General and any specific requirements	Understand what is mean by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/Data Protection	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment to own development Evidence of own CPD to support teaching and learning	