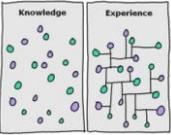


Haverigg Primary School

Fixed term Year 4 Class Teacher Person Specification

Category	Essential	Desirable
Qualification	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> 2:1 / 1:1 or higher degree
1. Experience 	<ul style="list-style-type: none"> Evidence of successful experience across KS2 through previous teaching positions or school placements if NQT 	<ul style="list-style-type: none"> Recent and relevant lower KS2 experience
2. Professional Development 	<ul style="list-style-type: none"> Evidence of continuing professional development with particular focus on SEND, through training or prior teaching positions, Ability to reflect and identify your own learning needs Willingness to research to deepen understanding of specific areas of interest and share knowledge and expertise with colleagues 	<ul style="list-style-type: none"> Career aspirations – long term thinking.
3. Leadership 	<ul style="list-style-type: none"> Willingness and ability to lead and manage support staff with a direct focus on effective SEND provision in particular children with dyslexia or on the autistic spectrum. Ability to inspire and motivate children's learning. Ability to contribute to achieving the aims of the school. 	<ul style="list-style-type: none"> Recent and relevant experience of teaching children with ASC. A specialism or passionate interest in a curriculum area and a willingness to drive and develop one of these subjects through the school.
4. Teaching & Learning 	<ul style="list-style-type: none"> A secure understanding of the requirements of the KS2 Curriculum. Knowledge and experience/understanding of a range of successful teaching and learning strategies to meet the needs of all pupils Understanding of the characteristics of an effective learning environment that promotes inclusion and allows all children to learn effectively. Secure knowledge of statutory requirements relating to the curriculum and assessment for learning A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning and differentiation 	<ul style="list-style-type: none"> Creativity and inventiveness Experience in creating an effective learning environment
5. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively with children with a full appreciation of a child's viewpoint, also with all stakeholders: staff, parents and governors. Ability to analyse data to track progress and identify intervention groups early 	<ul style="list-style-type: none"> Recent and relevant experience of effective data analysis and tracking impact
6. Skills, Qualities & Abilities 	<ul style="list-style-type: none"> Ability to reflect honestly on your own teaching; to evaluate and strive to develop professionally Empathy with children – positive behaviour management. Strong commitment to improvement and high expectations of pupils learning, progress and attainment. High quality teaching skills. Ability to build and maintain good relationships and remain positive and enthusiastic. Ability to organise work, prioritise tasks, make decisions and manage time effectively. Stamina, resilience, confidence and flexibility 	<ul style="list-style-type: none"> Something you are passionate about; a talent or particular skill.
7. References	<ul style="list-style-type: none"> Professional references without reservation. Satisfactory health and attendance record. 	Satisfactory health and attendance record.