

Dinnington First School Person Specification for a Teaching Post

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

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| 1 | A DfE recognised and relevant teaching qualification. |
| 2 | Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs. |
| 3 | Recent experience of teaching children in the primary age range. This includes experience of teaching all curriculum areas. |
| 4 | A good knowledge and understanding of subjects within all areas of the national curriculum. |
| 5 | To be able to use effectively a variety of teaching and organisational styles and resources including ICT. |
| 6 | A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies. |
| 7 | Good written communication skills |
| 8 | To have the ability to develop and maintain good professional relationships and contribute positively to curriculum development. |
| 9 | Evidence of relevant and on-going professional development and training. |

Desirable

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| 10 | Other interests / expertise that would benefit learners and the school. |
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Part B: Assessment Stage

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

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| 1 | An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress. |
| 2 | Able to communicate effectively with children, young people, colleagues and parents/carers. |
| 3 | Able to engage and motivate learners in the school environment. |
| 5 | Have positive values, attitudes and have high expectations for learners. |
| 6 | Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. |
| 7 | Able to work collaboratively as member of a team and contribute to the professional development of colleagues, including the sharing effective practice. |
| 8 | Able to plan, organise and prioritise and manage time effectively. |

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| 9 | Good verbal and interpersonal skills |
| 10 | Able to use ICT knowledge and skills in the learning environment. |
| 11 | Have positive values, attitudes and have high expectations for learners. |

Desirable

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| 13 | Willing and able to contribute to extra-curricular activities. |
| 14 | Willing and able to contribute to whole school development initiatives / school improvement planning / self-evaluation. |

The following methods of assessment will be used:

| Method | | Method | |
|--------------------|-----|-----------------------------------|----|
| Interview | Yes | Presentation | No |
| Lesson Observation | Yes | Structured discussion with pupils | No |
| Other (specify) | No | Other (specify) | No |

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

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| 1 | Enhanced Certificate of Disclosure from the Disclosure and Barring Service |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | List 99 and/or POCA List (residential establishments only) check |
| 4 | Professional Registration/QTS check with the National College for Teaching and Leadership |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |
| 6 | Medical clearance |
| 7 | A good attendance record |