PERSON SPECIFICATION: MAINSCALE TEACHER

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	• Qualified Teacher	• Evidence of continuous INSET and commitment to further professional development
PROFESSIONAL DEVELOPMENT	• Recent relevant service training in current education practice • Thorough knowledge of the secondary curriculum • Thorough knowledge of current assessment practices in education • Willingness to undertake further training and development	• Post graduate study • Relevant in service training in education practices
EXPERIENCE	• Successful teaching experience in the secondary phases • Experience and good working knowledge of the National Curriculum	• Experience of working in a school with a high percentage of EAL pupils • Experience across the secondary phases • Working in partnership with parents
KNOWLEDGE AND UNDERSTANDING	The classteacher should have knowledge and understanding of: • The theory of practice of providing effectively for the individual needs of all children (eg classroom organisation and learning strategies) • Statutory National Curriculum requirements at the appropriate key stage • The monitoring, assessment, recording and reporting of pupils' progress • The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection • The positive links necessary within school and with all its stakeholders • Effective teaching and learning styles	in addition, the classteacher might also have knowledge and understanding of: • The preparation and administration of statutory National curriculum tests • The links between schools, especially partner schools
SKILLS AND ABILITIES	• Excellent classroom practitioner skills • Ability to lead by example	• Good powers of reasoning and judgement in a variety of situations

	• Ability to effectively managing challenging behaviour • Ability to organise and manage time and resources effectively • Ability to work effectively in teams • Ability to communicate effectively all levels • Knowledge of and ability to use a range of formative assessment practices • Confidence with ICT • Promote the school's aims positively, and use effective strategies to monitor motivation and morale • Establish and develop close relationships with parents, governors and the community • Create a happy, challenging and effective learning environment	and at times of pressure • Develop strategies for creating community links
PERSONAL CHARACTERISTICS	• Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient • Resourceful	
OTHER	• Excellent interpersonal skills • Flexibility and adaptability • High level of enthusiasm and energy • Awareness, understanding and commitment to Equal Opportunities	• Good sense of humour

All the above elements will be assessed and evaluated through the application form and the selection process