

Woodside Primary Academy  
Person Specification  
Classroom Teacher



	<b>Qualifications</b>	
E.1	Qualified Teacher Status and evidence of appropriate subsequent in-service training.	E
	<b>Experience</b>	
E.2	Evidence of recent successful teaching experience.	E
E.3	Proven experience in planning, assessment and classroom organisation.	E
E.4	Evidence of successful teaching experience in a multi-cultural school.	D
E.5	Proven experience of high standards of primary classroom practice and of teaching area of responsibility.	E
E.6	Clear understanding of the Foundation Stage/ National Curriculum.	E
	<b>Personal Qualities</b>	
E.7	Evidence of the personal and intellectual qualities to set an example to others.	E
E.8	Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.	E
	<b>Commitment to Excellence</b>	
E.9	Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.	E
	<b>Educational and Curriculum Matters</b>	
E.10	An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.	E
E.11	Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.	E
E.12	Evidence of good general knowledge of the requirements of the National Curriculum.	E
E.13	Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.	E
	<b>Record Keeping</b>	
E.14	Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.	E

E.15	<b>Behaviour and Ethos</b> Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school.	E
E.16	<b>Needs of Young Children</b> Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.	E
E.17	<b>Interpersonal Skills</b> Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community.	E
E.18	<b>Communications</b> Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.	E
E. 19	<b>Equal Opportunities</b> Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected, maintained and enhanced and that stereotypes are challenged in a sensitive way.	E
E.20	<b>Disqualifying Factors</b> An indication of sexist, racist or anti-disability attitudes or any others attitudes inconsistent with the Council's Equal Opportunities policy.  E = Essential D = Desirable	E