



Upper Primary/ KS3 Teacher Person Specification

Location: St Peter's Centre

| Qualifications | Essential | Desirable |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualified teacher status and successful completion of induction for teachers who qualified post 1998 | ✓ | |
| Experience | | |
| Experience of teaching upper primary school or KS3 students in a mainstream or special school setting | ✓ | |
| Have experience of providing pastoral support to help young people re engage with their learning and reintegrate back to school, college or training | | ✓ |
| Knowledge | | |
| Knowledge of current secondary practice in English, including the National Curriculum | ✓ | |
| Knowledge and experience of devising/monitoring individual programmes and/or curricula and assessment schemes. | ✓ | |
| Knowledge of the law in relation to safeguarding | ✓ | |
| Knowledge of classroom pedagogy and joy in everyday practice alongside a reflective attitude in self-evaluation of own practice | ✓ | |
| Knowledge of teaching core subjects: Math's, English and Science along with PSHE and PE | ✓ | |
| The Ability to work in a small supportive team positively and productively | ✓ | |

| Specific Skills | | |
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| <p>Ensuring students build confidence in learning when they may have perceived failures or gaps in the subject</p> <p>The ability to establish trusting relationships with professionals, parents/carers and children</p> <p>The ability to communicate effectively both in writing and orally</p> <p>The ability to manage sensitively barriers to learning</p> <p>The ability to plan for and make best use of high levels of adult support staff in the classroom</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | |
| Personal Qualities | | |
| <p>Commitment to researching and implementing best practice</p> <p>Flexible approach to teaching</p> <p>To understand the emotional needs of young people with mental health needs and how this affects their attitude to learning and attendance yet ensuring aspirations are high and that the bar is set high</p> | <p>✓</p> <p>✓</p> <p>✓</p> | |
| Other Factors | | |
| <p>A commitment to Equal Opportunities</p> <p>Valid driving license</p> <p>Enhanced DBS clearance</p> <p>Be committed to ensuring young people get the highest quality experience of Teaching and Learning</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | |