

Person Specification

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| JOB TITLE: | Teacher |
| DATE: | March 2026 |
| STATUS: | Final |

| Criteria | Essential/ Desirable | Application | Tasks | Interview | Vetting Checks |
|---|-------------------------|-------------|-------|-----------|----------------|
| Knowledge and qualifications | | | | | |
| 1. A DfE recognised and relevant teaching qualification. | E | ✓ | | | ✓ |
| 2. Knowledge and understanding of relevant stages of the National Curriculum. | E | ✓ | | ✓ | |
| 3. Evidence of relevant and on-going professional development and training. | E | ✓ | | | ✓ |
| 4. Is aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. | E | | | ✓ | |
| 5. Knowledge of assessment procedures. | D | ✓ | | | |
| Experience | | | | | |
| 6. Evidence of designing and teaching effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs. | E | ✓ | ✓ | ✓ | |
| 7. Experience of teaching in upper Key Stage 2 and preparing pupils for SATs. | E | ✓ | ✓ | | |
| 8. Evidence of applying up-to-date working knowledge and understanding of teaching, learning and behaviour management strategies in practice. | E | ✓ | ✓ | ✓ | |
| 9. Evidence of delivering high quality teaching and learning across the primary age range which has a positive impact on learner outcomes. | E | ✓ | | ✓ | |
| 10. Experience of analysing data to inform planning. | D | ✓ | | | |

| Skills and competencies | | | | | |
|--|---|---|---|---|---|
| 11. Ability to analyse relevant data to promote the highest possible aspirations for all learners. | E | ✓ | | ✓ | |
| 12. Able to use ICT knowledge and skills in the learning environment. | E | ✓ | ✓ | | |
| 13. Understanding and ability to set realistic and challenging targets and frequently, accurately assess and review learners' progress. | E | ✓ | | ✓ | |
| 14. Able to communicate effectively with children, young people, colleagues and parents/carers, both written and verbal. | E | | ✓ | ✓ | |
| 15. Able to engage and motivate all learners with work that is challenging enough to meet the learners' needs. | E | | ✓ | ✓ | |
| 16. Able to create a purposeful learning environment and set clear expectations for behaviour. | E | ✓ | ✓ | | |
| 17. Able to contribute to and support the development of the curriculum. | E | ✓ | | ✓ | |
| 18. Evidence of fostering an inclusive learning environment and setting high expectations for all learners. | E | ✓ | | ✓ | |
| 19. Able to work collaboratively as a team member and contribute to the professional development of all colleagues, including sharing effective practice. | E | | | ✓ | |
| 20. Able to plan, organise, prioritise and manage time effectively. | E | | ✓ | ✓ | |
| Other | | | | | |
| 21. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. | E | | | ✓ | ✓ |
| 22. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role. | E | ✓ | | ✓ | ✓ |
| 23. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role. | E | | | | ✓ |
| 24. Demonstrates a commitment to the NEAT values through professional conduct and collaborative practice. | E | ✓ | | ✓ | |