

**BROOMHILL BANK SCHOOL**

**PERSON SPECIFICATION – Primary Trained Teacher**

CRITERIA		ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
<b>SECTION 1: EDUCATION AND TRAINING</b>				
1.1	Degree	✓		
1.2	Good honours degree		✓	
1.3	Qualified Teacher Status	✓		
1.4	Primary Trained Teacher	✓		
1.5	Evidence of continuing professional development	✓		
1.6	Evidence of further relevant professional study relating to education, SEN (Advanced Diploma, Masters, NPQH etc)		✓	
1.7	Holder of a training portfolio of recent CPD relevant to work with children with communication and interaction difficulties		✓	
1.8	A commitment to continued personal and professional development of self and others	✓		
1.9	In receipt of recent behaviour management training through a BILD accredited programme		✓	
<b>SECTION 2: ACCOUNTABILITY</b>				
2.1	Able to facilitate consistently outstanding outcomes for all students	✓		
2.2	A strong commitment to the use of data tracking and other monitoring systems to inform effective planning and whole school improvement.	✓		
2.3	Able to establish work priorities both personal and organisational.	✓		
2.4	Able to effectively communicate and move forward school initiatives to other professionals and stakeholders.		✓	
<b>SECTION 3: KNOWLEDGE AND EXPERIENCE</b>				
3.1	An excellent facilitator of learning who has achieved excellent outcomes for their students and has a sound understanding of how young people learn.	✓		
3.2	A consistently good or outstanding Primary teacher.	✓		
3.3	Proven success teaching and managing children with SEND in mainstream and/or specialist settings.	✓		
3.4	A detailed knowledge of the National Curriculum and experience in, planning, delivery and assessment.	✓		

3.5	Proven success managing student assessment, attainment and accreditation and reporting outcomes to a range of audiences.		✓	
3.6	Able to use data-tracking systems effectively and pragmatically to inform teaching for learning, and to maximise learning outcomes.	✓		
3.7	Up-to-date knowledge of current educational initiatives, reports and reform.		✓	
3.8	Knowledge and experience of procedures to safeguard the welfare of all children and vulnerable adults.	✓		
3.9	Sound in the knowledge and application of appropriate professional boundaries for school staff.	✓		
3.10	Experience of successfully operating systems and strategies for promoting high standards in classroom discipline, management and organisation, based on mutual respect.	✓		
3.11	Knowledge and experience of how to adapt teaching approaches for students with communication and Interaction difficulties including the effective use of a range of core and targeted C&I support strategies.		✓	
3.12	Experience of working productively and harmoniously with other staff/staff teams, parents and stakeholders.	✓		
3.13	Up to date experience of OfSTED inspection criteria and processes.		✓	
3.14	Knowledge of the key principles and areas within the Teachers' Standards in England document 2012.	✓		

#### SECTION 4: SKILLS AND ABILITIES

4.1	An ability to work cooperatively within and across staff teams, towards a shared vision for school improvement, and a creative approach towards problem-solving.	✓		
4.2	Ability to provide an excellent role model for students, to empathise with them and inspire in them a commitment to learning.	✓		
4.3	An ability to build good home-school relations with the skill to resolve situations arising between home and school in a firm but positive manner when necessary.	✓		
4.4	Ability to present the school in a positive way and work collaboratively with a range of audiences and professionals.	✓		
4.5	Ability to plan and prioritise tasks, and work to agreed deadlines.	✓		
4.6	Ability to assimilate, analyse and interpret key documents and information to inform planning and implement initiatives.	✓		
4.7	Good organisational skills.	✓		
4.8	Competent ICT skills for teaching and educational administration.	✓		

4.9	Able to commute reliably between home and place of work in order to discharge the responsibilities of the job description to the expected standard.	✓		
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#### SECTION 5: PERSONAL ATTRIBUTES

5.1	Honesty and integrity.	✓		
5.2	Flexibility, and able to adapt to changing circumstances and new ideas.	✓		
5.3	Empathy, humility, and humour.	✓		
5.4	A liking and genuine respect for young people who can sometimes be challenging.	✓		
5.5	Values and has respect for all members of the school community including students, other staff, parents and governors.	✓		
5.6	Highly developed social and emotional intelligence.	✓		
5.7	Ability to foster a culture of respect and openness.	✓		
5.8	Interests outside school.	✓		
5.9	Commitment to establishing a healthy work/life balance.	✓		
5.10	Commitment to professional development as a lifelong learner, and to the development of others.	✓		
5.11	A good work attendance record and strong emotional resilience.	✓		
5.12	Ability to partake in positive handling interventions when required and/or willingness to acquire the necessary qualifications to do so.	✓		
<b>SECTION 6: EQUAL OPPORTUNITIES</b>				
6.1	Commitment towards the principles set out within the School's Equality Plan.	✓		
6.2	An understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards equal opportunities and reducing this.	✓		

*The governors and school community are committed to safeguarding and promoting the welfare of children and young people at our school.*

*Safeguarding legislation and government guidance states that safeguarding means:*

- *Protecting children from maltreatment*
- *Preventing impairment of children's health or development*
- *Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care*
- *Taking action to enable all children and young people to have the best outcome*

***Broomhill Bank School recognises diversity and welcomes applications from anyone with relevant qualifications and knowledge.***