



WOODFIELD COMMUNITY PRIMARY SCHOOL

**PERSON SPECIFICATION CLASS TEACHER
with TLR2.1 for Subject Leadership of Mathematics**

	ESSENTIAL ATTRIBUTES	DESIRABLE ATTRIBUTES
QUALIFICATIONS	Qualified Teacher Status	
PROFESSIONAL DEVELOPMENT	<p>Knowledge of current educational practice and issues particularly in Mathematics</p> <p>Take responsibility for their own professional development and self-study</p> <p>Taken part in recent professional development to develop skills</p>	Relevant training in the use of Singapore Maths – Maths No Problem
SKILLS	<p>An excellent classroom practitioner with high expectations of the children.</p> <p>Able to create a classroom environment which encourages autonomy</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>Work effectively as part of a team, relating well to colleagues, pupils and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Able to use own initiative and motivate others</p> <p>Ability to demonstrate high level ICT skills in personal and educational situations</p> <p>Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them</p> <p>Demonstrate flexibility according to the daily operational needs of the school</p>	<p>Evidence of leading a whole school initiative and highlighting impact</p> <p>Have led whole school professional development</p> <p>Experience of having previously successfully taught Year 6</p> <p>Ability to use data to support school improvement</p> <p>A proven track record of raising attainment and progress of pupils</p>



	Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	
KNOWLEDGE AND UNDERSTANDING	<p>Secure and detailed knowledge of the provisions of the National Curriculum</p> <p>Secure understanding of children’s mathematical development</p> <p>Secure understanding of approaches to assessment without levels</p> <p>Understand the principles and practice of using mathematical apparatus to secure children’s understanding of mathematical concepts</p> <p>Understanding of approaches to professional development including coaching etc</p> <p>Understanding of how to develop a Growth Mindset in children;</p> <p>Understanding and evidence of the impact of high quality marking and feedback leading to improved outcomes for pupils</p> <p>Understanding of the statutory assessment, recording and reporting of pupils’ attainment and progress at the end of EYFS and Key Stages 1 and 2.</p> <p>A clear and demonstrable understanding of what safeguarding children means.</p>	Secure and detailed knowledge of the provisions of the Early Years curriculum
DISPOSITION AND ATTITUDE	<p>Positive and optimistic attitude towards School Improvement and Inclusion – ‘to have a Growth Mindset’</p> <p>Open-minded and receptive to new ideas, approaches and challenges</p> <p>Places high priority on effective team working and works easily and comfortably in a team environment</p> <p>Understanding the narrative behind a child’s life and be non-judgemental in approach</p>	<p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the corporate life of the school.</p>
OTHER CONDITIONS	School operates a no smoking policy	



	Agreement to the Governing Body under-taking Disclosure and Barring Service checks	
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