



## CHANTRY COMMUNITY PRIMARY SCHOOL

### Person Specification

#### **KS2 Teacher**

#### **1. Professional Attributes**

- 1.1 Have high expectations of children be commitment to ensuring they can achieve their full potential and to establishing fair, respectful, trusting and supportive relationships with them.
- 1.2 Communicate effectively with children and the wider school community.
- 1.3 Communicate effectively with parents and carers regarding children's attainment, progress and well-being.
- 1.4 You will be a reflective practitioner who is committed to improving your practice through appropriate professional development. You will have a creative and innovative approach; being prepared to adapt your practice where benefits and improvements are identified and be open to coaching and mentoring.

#### **2. Professional Knowledge and Understanding**

- 2.1 Have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Know how to use reports, data and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.
- 2.3 Have a good knowledge of the requirements of end of KS2 statutory assessments.
- 2.4 To use subject knowledge of English and Maths to inform teaching across the curriculum.
- 2.5 Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social and cultural influences. Knowing how to support children whose progress, development or well-being is affected by changes in their personal circumstances and when to refer them to colleagues for specialist support.
- 2.6 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, promoting diversity, equality and inclusion in their teaching.
- 2.7 Know when to draw on the expertise of colleagues, such as those with responsibility for safeguarding and special educational needs and disabilities, and to refer to information from external agencies for support.

### **3. Professional Skills**

- 3.1 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- 3.2 Teach challenging, well-organised lessons for the age and ability range they teach in which they:
  - a) use an appropriate range of teaching strategies and resources,
  - b) build on the prior knowledge and attainment of learners so they meet learning objectives and make sustained progress
  - c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
  - d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively.
- 3.3 Teach engaging and motivating lessons informed by well-grounded expectations of learners, designed to raise levels of attainment.

### **4. Personal Qualities**

- 4.1 A good team member able to work in partnership with colleagues.
- 4.2 A commitment to children reaching their full potential.
- 4.3 A willingness to contribute to the wider life of the school.
- 4.4 A commitment to a broad curriculum and a creative approach to learning.