



Teacher Person Specification

Elements required to undertake the job are provided under specific headings from the Teacher Standards. Each element is essential (E) or desirable (D) as indicated below.

Evidence will be tested by application form (A), letter of application (L), interview (I) and references (R).

When completing your application form and letter of application please ensure you demonstrate through evidence how you meet the criteria.

| Training and Qualifications | A | L | I | R |
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| Graduate with Qualified Teacher Status Experienced UQT Enhanced DBS check will be obtained by Sage Education Provision | X | | | |
| Teaching – Standard 1 – Set high expectations which inspire, motivate and challenge pupils | A | L | I | R |
| Establish a safe and stimulating environment for pupils, rooted in mutual respect | | | X | |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | | | X | |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | | | X | X |
| Teaching – Standard 2 – Promote good progress and outcomes by pupils | A | L | I | R |
| Be accountable for pupils’ attainment, progress and outcomes | | X | | |
| Be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these | | X | X | X |
| Guide pupils to reflect on the progress they have made and their emerging needs | | X | X | X |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | X | X | X | X |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study | | | X | X |
| Teaching – Standard 3 – Demonstrate good subject and curriculum knowledge | A | L | I | R |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | X | X | X | |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | | X | X | X |
| Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | | X | | |
| Teaching – Standard 4 - Plan and teach well structure lessons | A | L | I | R |
| Impart knowledge and develop understanding through effective use of lesson time | | | X | X |



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| Promote a love of learning and children’s intellectual curiosity | | X | X | X |
| Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | | X | X | |
| Reflect systematically on the effectiveness of lessons and approaches to teaching | | X | X | |
| Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | | X | X | X |
| Teaching Standard 5 – Adapt teaching to respond to the strengths and needs of all pupils | A | L | I | R |
| Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | | X | X | X |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these | | X | X | |
| Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development | X | X | X | |
| Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language, those with disabilities’ and be able to use and evaluate distinctive teaching approaches to engage and support them | X | X | X | |
| Teaching – Standard 6 – Make accurate and productive use of assessment | A | L | I | R |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | X | X | X | |
| Make use of formative and summative assessment to secure pupils’ progress | | X | X | X |
| Use relevant data to monitor progress, set targets and plan subsequent lessons | | X | X | |
| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | | | X | |
| Teaching – Standard 7 – Manage behaviour effectively to ensure a good and safe learning environment | A | L | I | R |
| Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms around the provision in accordance with the behaviour policy | | | X | X |
| Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | | X | X | |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | | X | X | |
| Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary | | X | X | |
| Teaching – Standard 8 – Fulfil wider professional responsibilities | A | L | I | R |
| Make a positive contribution to the wider life and ethos of the provision | | X | | X |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | | | | X |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | X | X | | |



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| Communicate effectively with parents with regard to pupils' achievements and well-being | | | X | |
| Personal and Professional Conduct | A | L | I | R |
| Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside the provision | | | | X |
| Teachers must have proper and professional regard for the ethos, policies and characters of the provision in which they teach and maintain high standards in their own attendance and punctuality | | | | X |
| Teachers must have an understanding of and always act within the statutory framework which set out their professional duties and responsibilities | | | X | X |
| Responsibility for safeguarding and promoting the welfare of pupils | | | | X |