

Freegrounds Infant School

Teacher with TLR – Person Specification

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Successful teaching experience within the primary age range • Evidence of ongoing professional development relevant to teaching and/or leadership • Expertise in a curriculum area • Strong knowledge of curriculum legislation and guidance 	<ul style="list-style-type: none"> • Additional qualifications that develop classroom practice or subject leadership • Particular strengths in specific curriculum areas or wider professional skills
Experience	<ul style="list-style-type: none"> • Recent and successful teaching experience • Experience in Early Years or Key Stage 1 as applicable to the post • Experience of effective planning for all learners, taking into account their abilities, character and interests • Experience of monitoring the impact of teaching on learning and progress • Experience using a range of feedback approaches to promote learning • Evidence of full and active involvement in the wider life of a school • Confident use of IT to support teaching and learning 	<ul style="list-style-type: none"> • Experience leading a curriculum area • Experience deploying support staff effectively • Presenting at staff meetings or leading sessions • Experience working with parents and carers, including meetings and consultations • Addressing groups of adults • Liaising with external agencies • Leading or supporting educational visits
Skills and Abilities	<ul style="list-style-type: none"> • Outstanding classroom practice with a positive and resilient approach • Ability to build strong, positive and respectful relationships with pupils, staff, and parents • Excellent organisational and communication skills • Ability to create a safe, stimulating and challenging learning environment • Ability to use a range of effective teaching strategies to meet diverse learning needs • Ability to assess pupils effectively and work with them to identify next steps • Ability to review and improve the curriculum • Strong IT skills, including the use of administrative systems such as Arbor or CPOMS 	<ul style="list-style-type: none"> • Evidence of promoting the school within the community • Engagement and partnership working with parents • Liaising with governors • Ability to lead and manage a curriculum area confidently

	<ul style="list-style-type: none"> • Ability to lead and inspire others with a clear vision • Ability to work collaboratively as part of a team 	
Knowledge	<ul style="list-style-type: none"> • Strong understanding of how children learn and develop • Knowledge of the National Curriculum • Understanding of adults' roles in supporting and activating learning • Knowledge of effective formative and summative assessment strategies • Understanding of safeguarding legislation, procedures, and best practice • Knowledge of behaviour management strategies 	<ul style="list-style-type: none"> • Understanding of what makes primary education highly effective • Knowledge of planning and leading educational visits
Professional Qualities	<ul style="list-style-type: none"> • High expectations for all pupils, with a belief in enabling every child to succeed • Commitment to improving teaching and learning continuously • Ability to respond proactively to the needs of pupils and the school • Willingness to support leadership initiatives and strategic school priorities • Strong commitment to professional development and reflective practice • Active participation in staff meetings, training and wider school life • Commitment to maintaining confidentiality at all times • Commitment to equality, diversity and inclusion 	<ul style="list-style-type: none"> • A reflective learner who actively seeks feedback • Engagement with professional networks and new thinking in education • Willingness to participate in professional debate
Personal Qualities	<ul style="list-style-type: none"> • Treats all pupils and adults fairly, respectfully and consistently • Approachable, patient, empathetic and supportive • Positive, enthusiastic and energetic approach to school life • Ability to work under pressure and prioritise effectively • Flexibility, adaptability, and use of initiative • Strong interpersonal skills with the ability to manage change positively • Integrity, honesty, loyalty and fairness • Commitment to the school's ethos and values • Commitment to a healthy work-life balance 	<ul style="list-style-type: none"> • Ability to inspire and empower others • Good attendance and punctuality • Adaptability to changing situations and new ideas