Salford City Council — Person specification

Job title	Grade	School	Location
Teacher	Mainscale	**Primrose Hill Primary School** **The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**	Phoebe Street Salford

Note to manager

In completing this form you are setting the expected standard for the person you need for this job on this occasion. Once completed, it will help to create your shortlist of candidates and to devise the questions you ask at interview. Please describe the criterion in ways that are both accurate and capable of being tested. Above all, the requirements must be job related and non-discriminatory. The job description, person specification and advertisement must be consistent. Each of the criteria must be identified under the **Essential** headings. Whilst all criterions are important, those marked **Essential** must be met before an interview can be offered. (See Section 6 of the Recruitment and Selection Code of Practice for more information on producing a person specification)

Note to applicants

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

(*See grid overleaf)

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	A/I
2.	Displays commitment to the protection and safeguarding of children and young people	A/I
3.	Teaching experience, across the Early Years age range	A/I
4.	Establishing and maintaining good relationships, in particularly with pupils, parents, colleagues and other stake holders.	A/I
5.	Qualified Teacher status	A/C
6.	Ability to make effective use of data / Assessment to inform teaching (AfL)	A/I
7.	Ability to plan stating clear learning objectives linked to stimulating activities which promote learning	A/I
8.	Creating a purposeful, orderly, supportive and stimulating environment for pupil's learning	A/I
9.	Secure subject knowledge of appropriate and statutory curriculum for all pupil	A/I

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
10.	Ability to communicate effectively with parents, inspiring trust and confidence	A/I
11.	Commitment to inclusive practice	A/I
12.	Efficient, well organised approach	A/I
13.	Ability to manage other staff within the classroom to maximum benefit of pupils	A/I
14.	A commitment to playing an active part in After School Activities.	A/I
15.	Being aware of the school environment including links with the local.	A/I
16.	Ability to communicate effectively with parents, inspiring trust and confidence.	A/I
17.	Strong Commitment to inclusive practice.	A/I
18.	Efficient, well organised approach	A/I
19.	A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school.	A/I
20.	An enthusiastic, confident and able communicator with excellent interpersonal skills.	A/I
21.	An ability to work within and contribute to wider school initiatives.	A/I
22.	Excellent attendance / punctuality.	A/I
23.	Knowledge of pupil target setting procedures.	A/I
24.	An interest and understanding of supporting children with Special Educational Needs and those with English as an additional language.	A/I

Note to candidates. Pay particular attention to the essential areas and provide evidence of meeting them. If you fail to do so you will not be invited to interview.

Completed by	Date	Approved by	Date
N.Marshall	**16/10/26**		

Method of assessment (* M.O.A.)

A = Application form, **C =** Certificate, **E =** Exercise, **I =** Interview, **P =** Presentation, **T =** Test, **AC =** Assessment centre