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| **Pakeman Primary School**  **PERSON SPECIFICATION** |

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| SCHOOL: PAKEMAN PRIMARY SCHOOLPOSITION: MUSIC TEACHERGRADE: MainscaleHOURS: Part Time (2 days per week) |
| CRITERIA |
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| REQUIREMENTS |  | ESSENTIAL CRITERIA |
| ***Education and Experience*** | E.1. | Qualified Teacher Status (preferred but not essential) and evidence of appropriate subsequent in-service training. |
| ***Skills, Knowledge and Abilities*** | E.2. | Proven successful teaching experience preferably across both Key Stages 1 and 2 and in at least one inner city multi-cultural school.  A skilled music teacher including competency as a musician.  Ability to organise, develop and lead music performances to school community arising as outcomes from children’s learning. |
|  | E.3. | Proven experience of high standards of primary classroom practice and of teaching area of responsibility. |
| Personal Qualities | E.4. | Evidence of the personal and intellectual qualities required to set an example to others and to lead a team. |
|  | E.5 | Respect for the views of parents, and a commitment to the importance of the involvement of parents in the learning process. |
| ***Commitment to Excellence*** | E.6 | Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils. |
| ***Leading and Managing Change*** | E.7 | Evidence of a clear view about the future development of music in schools and an ability to manage change. |
|  | E.8 | Evidence of the skills and abilities required to advise teachers in their planning for area of responsibility teaching. |
| ***Educational and Curriculum Matters*** | E.9 | An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child. |
|  | E.10 | Evidence of the ability to organise the curriculum successfully for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment. |
|  | E.11 | A thorough knowledge of Music curriculum including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities |
|  | E.12 | Evidence of good general knowledge of the requirements of the National Curriculum. |
|  | E.13 | Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment. |
| ***Performance Review*** | E.14 | Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review |
| ***Record Keeping*** | E.15 | Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school. |
| ***Behaviour and Ethos*** | E.16 | Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school. |
| ***Needs of Young Children*** | E.17 | Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning. |
| ***Interpersonal Skills*** | E.18 | Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Authority and relevant agencies as required. |
| ***Communications*** | E.19 | Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. |
| ***Health and Safety*** | E.20 | An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care. |
| ***Equal Opportunities*** | E.21 | Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child’s identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way. |
| ***Safeguarding*** | E.22 | Ability to form and maintain appropriate relationships and personal boundaries with children and young people. |