

Person Specification: Tutor

Essential Criteria

1 Knowledge and Experience

- 1.1 Evidence of exemplary Foundation/Key Stage 1/Key Stage 2 classroom practice.
- 1.2 A sound understanding of recent developments in the primary school curriculum.
- 1.3 Knowledge of the particular requirements of delivering education to pupils with AEN/SEN, very able, LAC or who have other particular individual needs.
- 1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.
- 1.5.1 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices is not discriminatory.

2 Skills and Abilities

- 2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.
- 2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.
- 2.3 Ability to select appropriate resources to create a stimulating learning environment.
- 2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.
- 2.5 Ability to direct the work of a teaching assistant.
- 2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
- 2.7 Excellent inter-personal skills
- 2.8 Excellent time and task management skills.
- 2.9 Ability to work under pressure and to deadlines.
- 2.10 Ability to use data effectively in setting targets and understanding pupil progress.

3 Qualifications

- 3.1 DfE recognised teaching qualification
- 3.2 Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

4 Personal Qualities

- 4.1 Commitment to safeguarding and promoting the welfare of children and young people.
- 4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
- 4.3 Commitment to equal opportunities within the whole school development plan.
- 4.4 Commitment to partnership with Governors, school and parents.
- 4.5 Evidence of commitment to personal continuing professional development.