



Ravensdale Primary School

Person Specification – Class teacher

	Essential	Desirable
Education	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of commitment to continuing professional development. 	
Knowledge and understanding	<ul style="list-style-type: none"> • Have detailed knowledge of the relevant aspects of the pupils' National Curriculum/Development Matters and other statutory requirements. • Have a good understanding of current teacher standards and the meaning of them, including professional expectations. • Be able to cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in your specialist subject. 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding and take account of wider curriculum developments, which are relevant to your work.
Attitude and Mindset	<ul style="list-style-type: none"> • To be aware of and instil a love of learning in everyone, children, and staff alike. • To be aware of, instil and maintain 'unconditional positive regard' for all pupils and adults. • Uphold and demonstrate the school mission and values. • Be reflective and constantly strive for self-improvement. 	
Teaching and managing pupil learning	<ul style="list-style-type: none"> • Be able to ensure effective teaching of whole class, groups, and individuals so that all pupils progress in line with school expectations. • Set high expectations for pupil behaviour, establishing, and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. • Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. 	<ul style="list-style-type: none"> • Have an up-to-date knowledge of teaching Modern Foreign Languages • Be skilled and efficient at teaching ICT through the whole primary curriculum.

Pupil achievement	<ul style="list-style-type: none"> • Be able to demonstrate that, as a result of your teaching, pupils achieve well relative to prior attainment, making good or better progress. • Be able to demonstrate the highest standards and ensure children attain well. 	
Managing and developing staff	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where appropriate, support staff. 	
Managing resources	<ul style="list-style-type: none"> • Select and make good use of learning resources, which enable teaching objectives to be met. 	
Managing own performance development	<ul style="list-style-type: none"> • Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects you teach. • Understand your professional responsibilities in relation to school policies and practices. • Set a good example to the pupils you teach in terms of your personal conduct. • Be able to evaluate your own teaching critically and use this to improve your effectiveness. • Be reflective. 	<ul style="list-style-type: none"> • Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and children 's learning.
Planning and setting expectations	<ul style="list-style-type: none"> • Be able to identify clear learning objectives, content, lesson structures and sequences according to the subject matter and the pupils being taught. • Be able to set clear targets for pupils' learning, building on prior attainment. • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs ensuring high expectations. • Be able to personalise learning according to the needs of each individual child in your classes, taking account of all groups. • Be able to provide positive and targeted support. • Keep planning and other documentation up to date and relevant. 	
Assessment and evaluation	<ul style="list-style-type: none"> • Be able to assess how well pupils have learnt and use this assessment effectively for future teaching. • Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress, in accordance with school policies. • Have a secure understanding of the levels of pupils' attainment across the primary age range, and pitch lessons accordingly. 	

Relations with parents and wider community	<ul style="list-style-type: none">• Know how to prepare and present informative reports to parents.• Understand the need to liaise with agencies responsible for pupil welfare	
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