



Allesley Hall Primary School Person Specification – Class teacher

Our School

At Allesley Hall Primary School, we are committed to providing a safe, inclusive and aspirational learning environment where every child is known, valued and supported to succeed. We believe in high expectations, strong relationships, reflective practice and continuous improvement.

We are seeking to appoint a committed and enthusiastic class teacher who shares our values, believes in the potential of every child, and is motivated to grow as a professional within a supportive team.

Application Process

Applicants should demonstrate, through examples from their experience, how they meet the criteria outlined below and how their practice and values would contribute to life at Allesley Hall Primary School.

Safeguarding, Health and References

Excellent and unequivocal references will be required

Appointment is subject to an enhanced DBS check

Good health and consistent attendance are expected

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status (QTS), or an Early Career Teacher working towards QTS 	
Experience	<ul style="list-style-type: none"> Recent and relevant experience of teaching primary-aged pupils Experience of working collaboratively as part of a team Experience of planning and delivering engaging lessons that support pupil progress 	<ul style="list-style-type: none"> Experience of teaching across more than one key stage Experience of teaching in upper Key Stage 2 Evidence of subject leadership, specialism or curriculum development
Knowledge and understanding	<ul style="list-style-type: none"> Secure knowledge of the Primary National Curriculum and/or Development Matters Good understanding of current Teachers' Standards and professional expectations Secure subject knowledge and awareness of common pupil misconceptions Understanding of how children learn and how teaching strategies impact progress 	
Attitude, values and mindset	<ul style="list-style-type: none"> A warm, kind and professional approach, building positive relationships with pupils, staff and families A strong belief that all children can succeed, underpinned 	

	<ul style="list-style-type: none"> by high expectations • Commitment to inclusion, equity and the wellbeing of all members of the school community • A reflective practitioner who is open to feedback and committed to continual improvement 	
Teaching and learning	<ul style="list-style-type: none"> • Ability to plan and deliver high-quality teaching that meets the needs of all learners • Use of a range of teaching strategies to engage pupils and stimulate curiosity • Effective classroom management, promoting positive behaviour through strong relationships and clear expectations • Ability to teach ICT confidently across the primary curriculum 	
Pupil progress and achievement	<ul style="list-style-type: none"> • Demonstrates impact on pupil progress and outcomes over time • Uses assessment effectively to identify next steps and inform planning • Adapts teaching to address misconceptions and support pupils who require additional challenge or support • Provides clear, constructive feedback in line with the school's feedback policy 	<ul style="list-style-type: none"> • Experience of using data to set targets based on prior attainment
Planning and assessment	<ul style="list-style-type: none"> • Plans coherent sequences of lessons with clear learning objectives • Builds learning on pupils' prior knowledge and experiences • Uses assessment information and data to support all pupils' progress • Maintains accurate and purposeful planning and assessment records 	<ul style="list-style-type: none"> • Experience of administering statutory assessments
Working with others	<ul style="list-style-type: none"> • Establishes effective professional relationships with colleagues and support staff • Communicates effectively with parents and carers, including through reports and meetings • Works collaboratively with external agencies, when appropriate, to support pupil welfare 	<ul style="list-style-type: none"> • Experience of peer coaching, mentoring or supporting colleagues • Experience of working with governors
Professional responsibilities and development	<ul style="list-style-type: none"> • Takes responsibility for their own professional development and engages with research and best practice • Reflects critically on their teaching to improve effectiveness and outcomes • Upholds school policies and demonstrates high standards of personal and professional conduct • Acts as a positive role model for pupils 	

