

Key Stage 1 and 2 Class Teacher Person Specification

Category	Essential	Desirable	Source
Qualifications	<ul style="list-style-type: none"> • Degree • Qualified teacher status 	<ul style="list-style-type: none"> • Evidence of professional CPD. 	<ul style="list-style-type: none"> • Application form • Interview • Reference
Experience	<ul style="list-style-type: none"> • Successful experience of teaching in a primary school - either as a teacher or during initial teacher training. • Consistently good classroom practitioner. • knowledge of the National Curriculum for Primary school-age children. 	<ul style="list-style-type: none"> • Outstanding classroom practitioner. • Experience of a school in a similar context. • Experience of parent/community involvement. • Experience of using a variety of teaching styles and modes of learning. • Experience of leading a curriculum subject. 	<ul style="list-style-type: none"> • Application form • Interview • Reference
Professional Development and Training	<ul style="list-style-type: none"> • Good awareness of current educational developments and trends. • A commitment to supporting the areas of development identified in the School Development Plan and participation in INSET to facilitate these. • A commitment to continuous professional and personal development. 	<ul style="list-style-type: none"> • Experience in delivering INSET in school/ to a wider audience. • Experience in identifying how a school can improve its provision in a particular subject or aspect of school life. 	<ul style="list-style-type: none"> • Application form • Interview

<p>Skills, knowledge and expertise</p>	<ul style="list-style-type: none"> • A clear understanding of effective teaching and learning. • A sound understanding of and commitment to teaching phonics. • Competent use of a range of teaching styles to make learning effective. • Evidence of setting and maintaining high expectations in all areas. 	<ul style="list-style-type: none"> • Thorough understanding of the curriculum demands across the primary phase. • An ability to analyse, understand, interpret and respond to school performance data. 	<ul style="list-style-type: none"> • Application form • Interview • Reference
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	<ul style="list-style-type: none"> ● Commitment to raising achievement for all pupils and an ability to plan thoroughly for different needs. ● An ability to assess children's level of understanding and set meaningful and achievable targets. ● Knowledge and relevant experience of assessment procedures, moderation and evaluation. ● Ability to promote different approaches to solving problems. ● An understanding of and commitment to inclusion for all pupils. ● Good behaviour management skills. ● Imaginative, energetic and creative thinker. ● Self-motivated and hard working. ● Good organisational and time management skills. ● Effective written and oral communication skills. ● Ability to work under pressure, meet deadlines and deal with difficult situations. ● Effective team member, able to collaborate with others and share expertise and resources. ● Ability to establish and maintain positive, professional relationships within and outside the school. ● Ability to support the existing good links with the community. ● Awareness of the importance of the class teacher's crucial role in pupil development. ● Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries. ● Commitment to play a full and active role in the life of the school. 	<ul style="list-style-type: none"> ● Experience of successfully supporting children with emotional or behavioural difficulties. ● Experience of establishing and maintaining effective professional relationships with parents, governors and other agencies. ● Experience of encouraging parents to work co-operatively with the school and involving them in their child's education. ● Experience of initiating and leading an aspect of school improvement. ● Experience of participating in or providing extra-curricular activities. ● Effective involvement in the monitoring and evaluation of teaching and learning. 	
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<p>Personal attributes</p>	<ul style="list-style-type: none"> • Value children and put their needs first. • High levels of professionalism. • High level of personal integrity. • Caring attitude to children and parents. • A positive outlook - energetic and enthusiastic, flexible and adaptable and committed to the whole life of the school. • Sense of humour. • Ability 'to get the job done'. • Evidence of the promotion of high professional standards. 	<ul style="list-style-type: none"> • A healthy understanding of the importance of sustaining an appropriate work/life balance. • An ability to enthuse, inspire and motivate. 	<ul style="list-style-type: none"> • Application form • Interview • Reference
	<ul style="list-style-type: none"> • Well motivated and resilient in challenging circumstances, dedicated and able to manage time effectively. • A good attendance record. • Ability to reflect on own performance. • Ability to work as a team member. • Flexible approach, responsive to need. 		