

## Class Teacher Person Specification

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

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