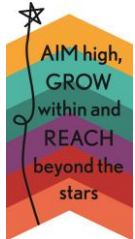
 <p>Hollyfast Primary School Personal Specification for Class Teacher</p>	<p>Job Title: Class Teacher Grade: TMS 1-6 Directorate: People Service: Primary Schools Location: Hollyfast Primary School Duration: Permanent – Full-time</p>
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<p>Class Teacher</p> 	<p>INTRODUCTION In order to meet the high standards expected of a teacher in our school, the Governing Body are seeking to employ a person with the following qualities and experience, skills and abilities.</p> <p>Written application Please provide evidence drawing on your own experience how you would undertake this role at Hollyfast Primary School.</p> <p>References Excellent and unequivocal including enhanced DBS</p> <p>Health and Attendance Good health and consistent attendance.</p>
Essential	Desirable
<ul style="list-style-type: none"> Qualified Teacher status. 	<ul style="list-style-type: none"> Evidence of further accredited qualification linked to teaching and learning.
Experience	
<ul style="list-style-type: none"> Recent relevant experience of Primary aged pupils. Experience and commitment to effective team work. 	<ul style="list-style-type: none"> Teaching in more than one Key Stage. A project that demonstrates positive outcomes for pupils through effective collaboration Evidence of specialism in and/or experience of leading and co-ordinating a subject area.
Professional Practice 1.1 (1), 1.2 (2) 1.2 (3) 1.2 (5) 1.3 (1) 1.3 (3) 1.4 (1) 1.4 (2) 1.4 (3) 1.5 (1) 1.5 (2) 1.5 (3) 1.5 (4) 1.6 (1) 1.7 (1) 1.7 (2) 1.7 (3) 1.8 (3) 2.1 (2) 2.1 (4)	
<ul style="list-style-type: none"> Establish a safe stimulating environment for pupils, rooted in mutual respect Plan teaching to build on pupils' capabilities and prior knowledge. Know when and how to scaffold learning appropriately, using approaches which enable pupils to be taught effectively. Including overcoming barriers to learning for pupils. 	<ul style="list-style-type: none"> Have a good up to date knowledge of a range of teaching, learning and behaviour management strategies. Be able to plan challenging and well-organised sequences of lessons, taking account of the needs of all pupils.

<ul style="list-style-type: none"> • Have secure knowledge of the primary curriculum and motivate pupils' in the subjects and address misunderstandings. • Demonstrate high standards of literacy and the correct use of Standard English. • Knowledge, understanding and experience of assessment across the primary curriculum • Have high expectations and clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Able to confidently use praise, sanctions and rewards consistently and fairly. • Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them. • Deploy support staff effectively. • Recognise the need to safeguard pupils' well-being, in accordance with statutory provisions 	<ul style="list-style-type: none"> • Have a secure knowledge and understanding of the curriculum
Professional Outcomes 1.2 (1) 1.2(2) 1.2 (3) 1.5 (1) 1.6 (3) 1.6 (4)	
<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes. • Plan teaching to build on pupils' capabilities and prior knowledge. • Guide pupils to reflect on the progress they have made and their emerging needs. • Know when and how to scaffold learning appropriately, using approaches which enable pupils to be taught effectively. • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give feedback to enable children to make rapid progress, within and across lessons 	<ul style="list-style-type: none"> • Be able to make effective use of assessment data to set challenging targets. • Demonstrate an understanding of pupil tracking data and account for impact and progress. • Have experience of producing Summative report information for parents/carers and other outside agencies.
Professional Relationships 1.1 (1) 1.6 (4) 1.7 (4) 1.8 (2) 1.8 (3) 1.8 (5) 2.1 (1) 2.1 (3) 2.1 (4)	
<ul style="list-style-type: none"> • Establish a safe stimulating environment for pupils, rooted in mutual respect. • Establish positive working relationships with all stakeholders in school • Maintain effective appropriate relationships with pupils. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Deploy support staff effectively. • Communicate effectively with parents with regard to pupils' achievement and well-being. • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. 	<ul style="list-style-type: none"> • Experience of working in at least a two form of entry school.

<ul style="list-style-type: none"> Professional Development 1.2 (4) 1.2 (5) 1.3 (1) 1.3 (2) 1.3 (4) 1.3 (5) 1.4 (5) 1.5 (2) 1.5 (3) 1.5 (4) 1.6 (1) 1.8 (4) 2.1 (2) 2.3 	
<ul style="list-style-type: none"> Have secure knowledge of relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas. Demonstrate effective approaches to both English and Maths Contribute to the design and provision of an engaging curriculum within the relevant subject areas. Know and understand how to assess the relevant subject and curriculum areas. Take responsibility for improving teaching through appropriate CPD, responding to advice and feedback from colleagues. 	<ul style="list-style-type: none"> Demonstrate an understanding of the positive impact a well organised, stimulating learning environment has on achievement and attainment. Having examples of CPD engagement that has impacted on raising in pupil attainment.
Professional Conduct 1.1 (3) 1.7 (1) 1.8 (1) 2.1 (1) 2.1 (2) 2.1 (3) 2.1 (4) 2.1 (5) 2.22.3	
<ul style="list-style-type: none"> Be a role-model of the Hollyfast Vision and Values. Demonstrate consistently the positive attitudes, values and behaviour which is expected of pupils. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Make a positive contribution to the wider life and ethos of the school. Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. Demonstrate proper and professional regard for the ethos, policies and practice of the school, and maintain high standards in their own attendance and punctuality. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> Experience of working in partnership with other colleagues Be able to provide examples of whole school impact and effective partnership working.
Special Requirements	
	<ul style="list-style-type: none"> This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment. <i>N.B For posts subject to Protection of Children and Vulnerable adults please delete as Appropriate</i>

Date Reviewed:

Updated: