Allesley Hall Primary School
Person Specification – Class teacher

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.

Application

Please provide evidence drawing on your own experience how you would undertake this role at Allesley Hall Primary School

References

Excellent and unequivocal including DBS

Health and Attendance

Good health and consistent attendance.

	Essential	Desirable
Qualification	• Have qualified teacher status (or be an ECT working towards it)	Evidence of further accredited qualification linked to teaching and learning.
Experience	• Recent relevant experience of Primary aged pupils. • Experience and commitment to effective team work. • Evidence of specialism in and/or experience of leading and co-ordinating a subject area.	Teaching in more than one KS.
Knowledge and understanding	• 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.	Demonstrate knowledge and understanding and take account of wider curriculum developments, which are relevant to your work.
Attitude and mind set	• Be warm and kind • To be aware of and instil a positive attitude towards learning in everyone, children and staff alike. • To be aware of, instil and maintain positivity for all pupils and adults. • Be reflective and constantly strive for self-improvement.	

Teaching and managing pupil learning	- 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.	Be skilled and efficient at teaching ICT through the whole primary curriculum.
Pupil achievement	- Be able to demonstrate that, as a result of your teaching, pupils achieve well relative to prior attainment, making good or better progress. - 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 differentiate appropriately, using approaches which enable pupils to be taught effectively. - Use relevant data to monitor progress, set targets, and plan subsequent lessons. - Give feedback, both orally and through accurate marking, and encourage pupils to respond to feedback in line with the schools feedback policy	Experience of setting targets based on prior attainment
Managing and developing staff	Establish effective working relationships with professional colleagues including, where appropriate, support staff.	Experience of peer coaching and support
Managing resources	Select and make good use of learning resources, which enable teaching objectives to be met.	
Managing own performance development	- 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.	Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and children's learning.
Planning and setting expectations	- 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 • Plan engaging and inspiring learning opportunities for the children within your class • 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	• Be able to assess how well pupils have learnt, and use this assessment effectively for future teaching. • Plan from accurate detailed assessments to effectively address children misconceptions or gaps in learning • 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.	Experience of administration of statutory testing arrangements
Relations with parents and wider community	• Know how to prepare and present informative reports to parents • Understand the need to liaise with agencies responsible for pupil welfare	Experience of working with governors