

Ashwood Spencer Academy  
Class Teacher  
Person Specification



	ESSENTIAL	DESIRABLE
<b>EXPERIENCE</b>		
Evidence of successful teaching experience within Foundation Stage, KS1 or Key Stage 2.	X	
Experience of successfully teaching in more than one school / age range.		X
Evidence of curriculum coordination responsibilities.		X
Experience of using school management systems, learning platforms and communication networks.		X
<b>EDUCATION AND TRAINING</b>		
Qualified teacher status.	X	
Evidence of appropriate professional development.	X	
Evidence of appropriate leadership development.		X
<b>TEACHING AND LEARNING/CURRICULUM</b>		
Up to date, comprehensive knowledge of curriculum developments.	X	
Ability to plan learning in a creative cross curricular way.	X	
Ability to use evidence based research to inform practice.		
Demonstrate excellent classroom practice.	X	
Applies a working knowledge of school planning, evaluation and assessment.	X	
Demonstrates knowledge and understanding of child development and pedagogy and its relevance to the process of teaching and learning with particular reference to the education of 3-11 year olds.	X	
A positive, proactive approach to school discipline and behaviour.	X	
Evidence of involvement in and commitment towards the development and implementation of school's vision, aims and curriculum.	X	
Evidence of understanding the importance of developing good relationships and the need for stimulating teaching in order to ensure engagement and progress in learning across a range of classes.	X	
Ability to use ICT effectively to promote children's learning.	X	
Some knowledge of the use of ICT in assessment.		X
<b>EFFECTIVE RELATIONSHIPS AND NETWORKS</b>		
Understanding of the roles and responsibilities of Governors.	X	
Well-developed views about all aspects of parent partnership and parent consultation.	X	
Awareness of difficulties in encouraging parents to interact with school.	X	
Commitment to forming positive relationships with other schools.	X	
Ability to form good relationships with pupils, staff, parents and Governors.	X	
<b>INCLUSION AND SAFEGUARDING</b>		

Evidence of an understanding and thought about the need for a differentiated curriculum and the integration of special needs in mainstream education.	X	
Experience of children with special /additional needs at both ends of the spectrum.	X	
Experience of teaching children with English as an additional language.		X
Experience of teaching pupils to reach Greater Depth.	X	
Commitment to equal opportunities and inclusion.	X	
Evidence of a good understanding and commitment to safeguarding, child protection and health and safety procedures.	X	
<b>LEADERSHIP</b>		
Understanding of how to lead and plan for curriculum development.	X	
Ability to hold staff to account, monitor, evaluate and report on impact of school improvement actions and pupil progress.	X	
Ability to work to and meet deadlines both timetabled and at short notice.	X	
<b>PERSONAL QUALITIES</b>		
Ability to innovate and contribute to the life of the school.	X	
Positive, proactive, tidy and well organised.	X	
Ability to work across a range of classes / year groups.	X	
Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding of primary practice.	X	
Good communication, planning and evaluative skills.	X	
Well-developed team working skills.	X	
Can handle and resolve conflict through sensitive but firm negotiation.	X	
Wider interests outside school that can be used to enrich school life.		X