**Class Teacher Person Specification**

Main Scale Teacher

*Disabled candidates are guaranteed an interview if they meet the essential criteri*a

**Minimum Essential Requirements**

**Professional Values and Practice**

* Effective communication skills to develop the partnership with pupils, parents, carers and colleagues;
* Awareness of the school environment, including links with the local community;
* Awareness of the professional values and behaviour expected of teachers;
* Commitment to professional development.

**Knowledge and Understanding**

* Secure knowledge of the National Curriculum;
* Experience of using ICT effectively both in curriculum planning and teaching;
* Understanding of your responsibilities under the SEND Code of Practice;
* Knowledge and experience of developing a purposeful learning environment;
* Respect for pupils’ social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning.

**Planning, Expectations and Targets**

* Knowledge and experience of applying a framework of curriculum planning which:
	+ Includes long and short term plans,
	+ Requires learning objectives to be identified for classes, groups and individuals,
	+ Enables monitoring, assessment and recording of pupils’ progress.
* Understanding the role of other professionals in maximising pupils’ learning.

**Teaching and Class Management**

* Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils;
* Knowledge and experience of interactive teaching methods and collaborative group work, which enable pupils to take responsibility for their own learning;
* Experience of enabling pupils with different learning needs and of varying abilities (including EAL) to maximise their learning through provision of differentiated activities;
* Awareness of equality issues, including maximising opportunities to explore and promote equality and raise awareness of diversity through teaching and learning;
* Using a range of strategies to promote good behaviour and to manage inappropriate behaviour within school policies.

**Subject Leadership**

* Knowledge of subject leadership (subject area to be allocated in accordance with curriculum leadership structure and, where possible, taking into account the candidate’s subject strengths and specialism, if appropriate i.e. not applicable to ECTs)

**Qualifications**

* To have completed DFES recognised initial teacher training course leading to Qualified Teacher Status;
* To have trained, or being trained for the appropriate age group

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| **Date of Person Specification**  | February 2022 |
| **Person Specification prepared by** | A Holmes |