

Key Stage 1 and 2 Class Teacher

Person Specification

Category	Essential	Desirable	Source
Qualifications	• Degree • Qualified teacher status	• Evidence of professional CPD.	• Application form • Interview • Reference
Experience	• Successful experience of teaching in a primary school - either as a teacher or during initial teacher training. • Consistently good classroom practitioner. • knowledge of the National Curriculum for Primary school-age children.	• Outstanding classroom practitioner. • Experience of a school in a similar context. • Experience of parent/community involvement. • Experience of using a variety of teaching styles and modes of learning. • Experience of leading a curriculum subject.	• Application form • Interview • Reference
Professional Development and Training	• Good awareness of current educational developments and trends. • A commitment to supporting the areas of development identified in the School Development Plan and participation in INSET to facilitate these. • A commitment to continuous professional and personal development.	• Experience in delivering INSET in school/ to a wider audience. • Experience in identifying how a school can improve its provision in a particular subject or aspect of school life.	• Application form • Interview

Skills, knowledge and expertise	• A clear understanding of effective teaching and learning. • A sound understanding of and commitment to teaching phonics. • Competent use of a range of teaching styles to make learning effective. • Evidence of setting and maintaining high expectations in all areas.	• Thorough understanding of the curriculum demands across the primary phase. • An ability to analyse, understand, interpret and respond to school performance data.	• Application form • Interview • Reference
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	• Commitment to raising achievement for all pupils and an ability to plan thoroughly for different needs. • An ability to assess children's level of understanding and set meaningful and achievable targets. • Knowledge and relevant experience of assessment procedures, moderation and evaluation. • Ability to promote different approaches to solving problems. • An understanding of and commitment to inclusion for all pupils. • Good behaviour management skills. • Imaginative, energetic and creative thinker. • Self-motivated and hard working. • Good organisational and time management skills. • Effective written and oral communication skills. • Ability to work under pressure, meet deadlines and deal with difficult situations. • Effective team member, able to collaborate with others and share expertise and resources. • Ability to establish and maintain positive, professional relationships within and outside the school. • Ability to support the existing good links with the community. • Awareness of the importance of the class teacher's crucial role in pupil development. • Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries. • Commitment to play a full and active role in the life of the school.	• Experience of successfully supporting children with emotional or behavioural difficulties. • Experience of establishing and maintaining effective professional relationships with parents, governors and other agencies. • Experience of encouraging parents to work co-operatively with the school and involving them in their child's education. • Experience of initiating and leading an aspect of school improvement. • Experience of participating in or providing extra-curricular activities. • Effective involvement in the monitoring and evaluation of teaching and learning.	
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Personal attributes	• Value children and put their needs first. • High levels of professionalism. • High level of personal integrity. • Caring attitude to children and parents. • A positive outlook - energetic and enthusiastic, flexible and adaptable and committed to the whole life of the school. • Sense of humour. • Ability 'to get the job done'. • Evidence of the promotion of high professional standards.	• A healthy understanding of the importance of sustaining an appropriate work/life balance. • An ability to enthuse, inspire and motivate.	• Application form • Interview • Reference
	• Well motivated and resilient in challenging circumstances, dedicated and able to manage time effectively. • A good attendance record. • Ability to reflect on own performance. • Ability to work as a team member. • Flexible approach, responsive to need.		