



Shotton Primary School Person Specification and Criteria for Class Teacher Full Time (M1-M6)

Category	Essential	Desirable
Application and Supporting Letter	<ul style="list-style-type: none"> • Fully supported in references • Well-structured supporting letter/statement with concrete examples outlining how professional life so far has prepared candidate for this post (max 2 sides of A4, minimum font size of 12) in relation to the elements below. 	
Qualifications	<ul style="list-style-type: none"> • Degree with QTS or qualified teacher status 	Evidence of further study related to role.
Professional Development	<ul style="list-style-type: none"> • Evidence of a range of further professional development opportunities • Ability to consistently meet all teaching standards. 	<p>Evidence of potential subject specialism and ability to take on a subject leadership role.</p> <p>Training and classroom experience in using Read Write Inc approach to teaching of phonics.</p>
Experience	<ul style="list-style-type: none"> • Effective, successful and comprehensive experience of teaching primary aged children. • Effective use of manipulatives in the teaching of mathematical concepts e.g. Numicon. • Being able to adapt learning to meet the needs of children so that they know and remember more. 	<p>Lower KS2 teaching experience.</p> <p>Experience of a subject leadership role</p>

<p>Skills</p>	<ul style="list-style-type: none"> • Effective communication and interpersonal skills. • Rigorous, precise and accurate use of grammar, spelling and punctuation. • Effective organisational and time management skills. • Ability to work with others collaboratively to achieve shared goals. • Sustained evidence of good to outstanding teaching and learning. 	<p>Ability to demonstrate capacity to impact upon the professional development of colleagues.</p>
<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> • Able to plan clear progressive sequences of learning ensuring good attainment and progress over time, using both formative and summative assessment across the curriculum. • A working knowledge and clear understanding of relevant documents. • A clear understanding of the needs of primary aged pupils, including special needs and all other vulnerable pupil groups. • Know how to and is able to demonstrate effective teaching of reading, writing and maths over time. 	<p>Understand the needs of children who are neurodivergent and who have SEMH, attachment and sensory needs.</p>
<p>Classroom Skills</p>	<ul style="list-style-type: none"> • High standards of behaviour and ability to effectively use positive behaviour strategies and clear expectations. • High expectations of learning and achievement for all children. • Be a consistently good to outstanding teacher across the curriculum, able to motivate and engage children. • Able to engage children within a well organised and managed classroom. • Ability to effectively model and extend language and vocabulary. 	
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Able to work with others, including parents. • Resilience and adaptability • Patience • Enthusiasm • Non-judgemental • Hard working organised and reliable. • Flexibility – adapts to changing circumstances and new ideas. • Clear willingness to respond to and act upon advice. • Willingness to contribute to the wider life of the school. 	