

Person Specification - Class Teacher

	Essential Criteria	Desirable Criteria
Qualifications	• Qualified teacher status	
Professional attributes	• Enthusiastic, creative and willing to learn • Excellent communication and interpersonal skills • Takes responsibility for managing own professional development • Contributes to and implements whole school policies. • Participates in and contributes to whole school improvement. • Motivates staff and sets examples of high personal standards • Establishes professional, supportive and appropriate relationships with parents, carers and other professionals. • Willingness to assist and participate in the wider aspects of school life.	• Experience of working in partnership with parents and other professionals • Evidence of continued professional development
Professional knowledge and understanding	• Has a detailed knowledge of the statutory EYFS or National Curriculum requirements • Understands how pupils' learning is affected by their physical, intellectual, emotional and social development • Uses a range of different pedagogy to meet the needs of the learners • Successfully delivers inclusive practice to ensure equal opportunities for all.	• Knowledge and experience of EYFS requirements and practice • Experience of implementing the principles and practices in behaviour management strategies. • Experience of participating in curriculum development. • Experience of leading and managing a subject
Professional skills	• Works well in a team • Able to line manage teaching assistants and to involve them in the planning and assessment of pupils' learning • Selects teaching materials appropriately and makes good use of resources • Uses accommodation to create an effective and stimulating learning environment • Secures a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's behaviour policy • Confident ICT user • Knows how to present reports and information to parents and carers • Ensures that the learning environment is safe and that risks are adequately assessed	• Experience of managing support staff in a special school or mainstream school context • Experience of supporting professional development of other staff. • Experience of resource allocation and budget management.