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.