The Oaktree School

Teacher Person Specification

	ESSENTIAL	DESIRABLE
Professional Qualifications	Qualified teacher (BEd, PGCE, Cert Ed)	Evidence of continuous INSET and commitment to further professional development
Experience and Professional Knowledge and Skills		
Teaching and Learning	Excellent classroom practitioner Evidence of outstanding progress made by children Good understanding of effective behaviour management, including supporting pupils' social and emotional needs An understanding of effective assessment for learning and pupil target setting Ability to use computing effectively to support teaching and learning	Successful experience of teaching across primary age range Experience in the preparation and administration of statutory National Curriculum tests.
Qualities and Knowledge	Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, Governors and members of the local community. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own expertise and skills, and that of those around them. Sustain wide, current knowledge and understanding of education and school systems locally.	
Pupils and Staff	Have ambitious standards for all pupils, overcoming disadvantage and advancing equality and inclusion to impact pupils' outcomes.	

	Secures excellent teaching through understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position Showing tolerance of and respect for the rights of others	
Systems and process	To follow the school's systems, organisation and processes and ensure they are efficient and fit for purpose. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.	
Self-improving school system	Ability to inspire, motivate and support pupils; leading by example Hold and articulate clear values and moral purpose, focused on providing a world-class education. Develop effective relationships with fellow professionals and colleagues in all public services to improve academic and social outcomes for all pupils. Be committed to your own professional development.	Experience of leading and a class team.

Job Description ~ Class Teacher
At The Oaktree School

At The Oaktree School, we strive to achieve the highest quality learning environment for all children and staff.

This is achieved through

- Our Ethos and Culture

- Having high expectations

- Modelling positive behaviour and language

- Discussion about learning and metacognition

- Making learning meaningful

- Everyone following the plan, do, review cycle

- Respecting others cultures and belief

These aims are supported and work in conjunction with the school's 'assessment' and 'teaching and learning' policy.

Specific responsibilities attached to the role include:

- Inspiring, motivating and influencing pupils whilst maintaining the highest standards of teaching, learning and pupil behaviour management

- Being an excellent role model for all staff and pupils in all aspects of school life

- Being an exemplar for all school policies and practices

Performance descriptors for The Oaktree School Class Teacher against each of the eight Teachers' Standards for teaching	
Teachers' Standards	**Description of Class Teacher performance**
Sets high expectations which inspire, motivate and challenge pupils	• Demonstrates a passion and commitment to pupil outcomes and keeps these at the forefront of all thinking • Provides pupils with opportunities to feel proud and engaged with their school • Engages pupils in policy and strategy and helps develop them as future leaders • Engages pupils and their families and is clear about the school's vision and purpose • Establishes a safe and stimulating environment for pupils, rooted in mutual respect • Demonstrates consistent the positive attitudes, values and behaviour which are expected for pupils • Has sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
Promote good progress and outcomes by pupils	• Has an expectation of excellence as a standard for pupil progress • Uses strong baseline data sets to demonstrate progression and the value of innovations and interventions • Always aware of pupils' capabilities and their prior knowledge and plan to build on these • Guides pupils to reflect on the progress they have made and their emerging needs • Ensures that all data is used to ensure good and outstanding progress • Has a clearly shared vision for progress in the school • Establishes clear goals and a models how to achieve them • Develops strong strategies for progression, based on the premise that the expected level of progress is a basic expectation and the standard for excellence is higher

Demonstrates good subject and curriculum knowledge	• Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
	• Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
	• Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
	• Demonstrates a clear understanding of systemic synthetic phonics
	• Demonstrates a clear understanding of appropriate teaching strategies
	• Has a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
Plan and teach well-structured lessons	• Imparts knowledge and develops understanding through effective use of lesson time.
	• Promotes a love of learning and children's intellectual curiosity
	• Plans and delivers in relation to the Foundation Stage/National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for all children within the class
	• Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge
	• Reflect systematically on the effectiveness of lessons and approaches to teaching
	• Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)
	• Set home learning and plans other out-of-class activities to consolidate and extend knowledge and understanding pupils have acquired
Adapt teaching to respond to the strengths and needs of all pupils	• Establishes a culture of enquiry in the classroom, which helps create high-quality and responsive teaching
	• Ensures that teaching assistants are deployed effectively
	• Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

	• Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
	• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
	• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them
	• Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs
Make accurate and productive use of assessment	• Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements
	• Makes use of formative and summative assessment to secure pupils' progress
	• Uses relevant data to monitor progress, set targets, and plan subsequent lessons
	• Gives pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback
	• Ensure that improvements in literacy, numeracy and IT are targeted and that children are involved in the target-setting process
Manages behaviour effectively to ensure a good and safe learning environment	• Has high expectations of behaviour, follows the Well-being (Behaviour Policy and safeguarding procedures, and ensures that pupils are safe
	• Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
	• Maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary
	• Is reflective and knows how to best manage difficult situations with staff, pupils and parents
	• Keeps sight of desired outcomes
Fulfil wider professional responsibilities	• Makes a positive contribution to the wider life and ethos of the school
	• Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

	- Deploys support staff effectively - Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues - Communicates effectively with parents with regard to pupils' achievements and well being