



Class teacher

Person Specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status. • Knowledge of current educational practice and issues. • Evidence of continuing professional development. 	<ul style="list-style-type: none"> • Good honours degree. • Take responsibility for their own professional development.
Skills	
Essential	Desirable
<ul style="list-style-type: none"> • High level of written, oral and communication skills. • Ability to communicate effectively orally and in writing to a range of audiences. • High level of organisational and planning skills. • An excellent classroom practitioner. • Work effectively as part of a team, relating well to colleagues, pupils and parents. • Ability to demonstrate a commitment to equality or opportunity for all pupils. • Ability to investigate, solve problems and make decisions. • Management of people and resources. • Able to use own initiative and 	<ul style="list-style-type: none"> • Able to offer expertise in a specific subject or area. • Ability to teach across primary age range. • Commitment to an involvement in extracurricular activities. • Evidence of sharing in and contributing to the corporate life of the school. • Good and appropriate sense of humour.

<p>motivate others.</p> <ul style="list-style-type: none"> • Ability to demonstrate high level ICT skills in personal and educational situations. • Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them. • Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure. 	
Knowledge and understanding	
Essential	Desirable
<ul style="list-style-type: none"> • Knowledge of the provisions of the national curriculum. • Knowledge of primary curriculum. • Effective use of ICT to support learning. • Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress. • Full working knowledge of relevant policies/codes of practice/legislation. 	<ul style="list-style-type: none"> • Experience of all phases of primary education. • Knowledge of the implications of the Code of Practice for Special Educational Needs for teaching and learning.
Leadership	
Essential	Desirable
<ul style="list-style-type: none"> • As the lead professional in the classroom, show an ability to advise and support other staff. • Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate. • Plan, allocate, support and evaluate work undertaken by other staff in the classroom. 	<ul style="list-style-type: none"> • Lead professional development through example and support.
Disposition and attitude	
Essential	Desirable

<ul style="list-style-type: none"> • Positive and optimistic attitude towards School Improvement and Inclusion. • Open-minded and receptive to new ideas, approaches and challenges. • Places high priority on effective team working and works easily and comfortably in a team environment. 	<ul style="list-style-type: none"> • Commitment to an involvement in extracurricular activities. • Evidence of sharing in and contributing to the corporate life of the school.
Other conditions	
Essential	
<ul style="list-style-type: none"> • Appointment is subject to enhanced DBS check with barred lists certificate. 	