



CLASSTEACHER PERSON SPECIFICATION

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| Qualifications | <ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of involvement in INSET activities as a participant ▪ Evidence of commitment to further professional development ▪ Excellent and unequivocal references |
| Experience | <ul style="list-style-type: none"> ▪ Experience of teaching in multiple year groups across both key stages 1 and 2 ▪ Experience of providing for educational needs across a full ability range, including Special Needs ▪ Experience of formative and summative assessment to inform the planning of future learning ▪ Experience of contributing to the wider school life ▪ Experience of active learning strategies and learning outside the classroom |
| Knowledge & Understanding | <ul style="list-style-type: none"> ▪ Knowledge and understanding of the principles of primary education ▪ Up to date knowledge of the curriculum including the statutory requirements of the National Curriculum ▪ Knowledge of the schools and teachers role in providing effectively for the needs of all pupils, including those with behavioural and/or learning educational needs |
| | <ul style="list-style-type: none"> ▪ An understanding of the importance of cross curricula planning and delivery ▪ An understanding of the use of assessment data to set targets for improvement, to track individuals and groups and to use that knowledge as a means of successful intervention and in order to meet the statutory requirements of the National Curriculum |
| Skills & Abilities | <ul style="list-style-type: none"> ▪ Work to establish good communication and relationships with parents/carers, staff and the wider community ▪ A professional attitude to providing the best quality education and working as part of a whole school team ▪ Excellent teaching and organisation skills ▪ The ability to create a stimulating, enabling interactive learning environment ▪ A willingness to promote the caring attitudes and values of our school and a commitment to supporting the implementation of our Behaviour Policy ▪ The ability to meet the needs of all pupils based on Assessment for Learning ▪ Good personal relationships e.g. be a member of the team and have the ability to listen to and respond sensitively to both adults and children in a calm and professional manner Flexible to new ideas, able to embrace change and display resilience to challenge. ▪ The ability to actively promote self-esteem of all children encouraging them to seek and then value achievement ▪ IT literate and the clear ability to integrate this into classroom practice ▪ An appreciation of the importance of establishing and developing close relationships with parents/carers, governors and other stakeholders ▪ Communicate effectively and present a good model of Standard English, both orally and in written form, to a variety of audiences ▪ Have a calm, firm approach and a positive attitude with an awareness of strategies for managing children with challenging behaviour ▪ A commitment to, and putting into effect of, Equal Opportunity policies |
| Personal Qualities | <ul style="list-style-type: none"> ▪ Approachable, courteous and able to present a positive image of the school to others ▪ Proactive and independent working ▪ Good cooperative, interpersonal and listening skills ▪ Maintain confidentiality on all school matters ▪ Demonstrate positive values, attitudes and behaviour and adopt high standards of behaviour in their professional role ▪ Ability to self-evaluate learning needs and actively seek learning opportunities ▪ A sense of humour |
| Special Requirements | <ul style="list-style-type: none"> ▪ The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. ▪ This post is exempt from the provisions of the Rehabilitation Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment. |