

St Osmund's Catholic Primary School
Class Teacher: Early Years or Key Stage 1 Person Specification

This person specification is for the post of Class Teacher. This is a full-time, permanent post which begins on 1 September 2026

Grade: Main Pay Scale/Upper Pay Scale – depending on experience.
Applications from ECTs and early career teachers are warmly welcomed.

| Criteria | Essential | Desirable | Identified in Application Form (A), Interview (I), Reference (R) |
|---|-----------|-----------|--|
| Qualifications | | | |
| Qualified Teacher Status by the time of taking up the post | E | | A/I |
| Experience and Ethos | | | |
| A willingness to embrace and work within the Catholic ethos of the school. To be Catholic is not a requirement | E | | A/I |
| Experience of teaching in Early Years or Key Stage 1, including placement experience for ECTs | E | | A/I |
| A clear preference for, interest in, or openness to teaching in Early Years or Key Stage 1 | E | | A/I |
| Experience of contributing positively to school life beyond the classroom, appropriate to career stage | | D | A/I/R |
| Knowledge, Skills and Abilities | | | |
| Strong potential for high-quality classroom practice, or already secure classroom practice depending on career stage | E | | A/I/R |
| Warm, positive and purposeful relationships with children | E | | A/I/R |
| Enthusiasm for teaching young children and helping them build strong foundations for learning | E | | A/I/R |
| High expectations for all pupils, including those with SEND, EAL or additional barriers to learning | E | | A/I/R |
| Ability to create a calm, stimulating and inclusive learning environment | E | | A/I/R |
| Secure understanding of early reading, phonics, language development and/or early mathematics, appropriate to career stage | E | | A/I/R |
| Ability to use assessment, questioning and observation to adapt teaching and respond to pupils' needs | E | | A/I/R |
| Reflective, open to coaching and eager to keep improving as a teacher | E | | A/I/R |
| Strong teamwork, communication and organisational skills | E | | A/I/R |
| Energy, initiative, reliability and a positive contribution to staff culture | E | | A/I/R |
| A desire to develop professionally and a belief that teachers and pupils can always grow further | E | | A/I/R |
| Understanding of the EYFS framework and/or National Curriculum, and how to support a broad, balanced and engaging programme of learning | E | | A/I/R |
| Particular strengths or interests in Early Years, Key Stage 1, phonics, early reading, curriculum design, SEND, or wider enrichment | | D | A/I/R |

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| Other | | | |
|--|---|--|-------|
| A clear commitment to safeguarding and promoting the welfare of children | E | | A/I/R |
| Commitment to equality, diversity and inclusion | E | | A/I/R |
| Ability to work in an open, transparent and professional way | E | | A/I/R |

At St Osmund's, the welfare of the child is paramount. This 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 subject to an enhanced DBS clearance and satisfactory references.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.