

Person Specification – Class Teacher

E = Essential		D = Desirable	
Application	<ul style="list-style-type: none"> • Application form • Well-structured supporting letter • Fully supported in reference 	E E E	
Qualifications and experience	<ul style="list-style-type: none"> • Qualified to a degree level including QTS 	E	
Professional knowledge and experience	<ul style="list-style-type: none"> • Excellent practitioner with a thorough understanding of the KS1 curriculum including phonics and a commitment to the highest standards of teaching and learning. • A clear understanding of how young children learn and the ability to plan for effective and high quality teaching and learning. • An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children. • The ability to meet all children’s needs to ensure every child makes good progress, including those with English as an additional language and children with additional or complex needs or disabilities. • To be able to manage behaviour effectively using a range of strategies. Experience of planning and organising an enabling learning environment inside and outside. • A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning. • The ability to contribute to the development of an area of learning. • The ability to maintain professional and positive relationships with children, staff and external agencies. • Be able to promote and support physical and emotional wellbeing. 	E E E D E D D E E	
Professional skills	<ul style="list-style-type: none"> • To demonstrate the skills of a good teacher, including the ability to: <ul style="list-style-type: none"> ○ Use first hand experiences to interest and encourage and engage pupils. ○ Have very good behaviour management skills. ○ Provide appropriate levels of challenge so that all pupils make good progress. ○ Use assessment information effectively to plan next steps for children. • To work collaboratively and supportively with colleagues within the school, partnership schools and outside agencies. • The ability to respond to challenges with optimism. • To be committed to continual personal and professional development. To be reflective and learn from past experiences. • To be committed to equality, diversity and the inclusion of all. • To be able to communicate clearly both orally and in writing. 	E E E E E E E E E E	

Personal characteristics	<ul style="list-style-type: none"> • Have an excellent attendance record and be reliable with a high degree of integrity. • Approachable with excellent interpersonal skills when dealing with others on all levels. • Well organised, enthusiastic, energetic and flexible. • Resilient and demonstrates the ability to work under pressure. Manages time effectively. • Values and respects the views of children. • Self-motivated and able to take initiative and responsibility. • A willingness to learn with and from colleagues. • Proactive in maintaining own professional development and can seek help from others when needed. • A commitment to take part in all aspects of life of the school including meetings, training, special events and other activities as required. 	E E E E E E E E E
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The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.