Hawes Down Primary School



Class Teacher - Personal Specification

1. Qualifications

Essential	Desirable	Notes
1.1 Qualified Teacher Status (QTS)		
1.2 B.Ed.Cert. Education or other degree and PGCE	2.1 or first class honours	
1.3 Evidence of recent, relevant professional development.	Additional qualifications.	

2. Professional Experience: Teaching

Essentia	ıl	Desirable	Notes
2.1	Current successful teaching experience KS2/KS1/EYFS at good/outstanding level.		
2.2	Understanding National Curriculum and how young children learn.		
2.3	Evidence of raising attainment of vulnerable groups and closing gaps in attainment.		
2.4	Evidence of planning an engaging, motivating curriculum and learning environment both indoors and outdoors.		
2.5	Evidence of effective planning, assessing and recording from National Curriculum and or Development Matters and Early Learning Goals and reporting to parents.		
2.6	Able to maintain high standards of behaviour.		
2.7	Committed to promoting children's personal and social development and their well-being.		
2.8	Understanding of and ability to teach phonics, spelling, grammar and punctuation		

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3. Skills and Abilities

Essentia	al	Desirable	Notes
3.1	Evidence of good organisational skills.		
3.2	Positive and solution focused.		
3.3	Excellent time management skills and ability to meet deadlines.		
3.4	Effective interpersonal skills.		
3.5	Able to communicate effectively orally and in writing.		
3.6	Commitment to lifelong learning and self-improvement.		
3.7	High expectations of self, children and others.		
3.8	Able to make use of ICT and new technologies in teaching and management.		
3.9	Able to plan for progression across the ability range, designing effective learning across a series of lessons.		

4. Partnership

Essential	Desirable	Notes
4.1 Experience of supporting and engaging parents/carers in their children's learning.		

5. Safeguarding & Equal Opportunities

Es	sential	Desirable	Notes
5.1	Evidence of a commitment to promoting the welfare and safeguarding of children.	Recent safeguarding training.	
5.2	Evidence of a commitment to inclusion.		
5.3	A commitment to ensuring equality of opportunity with regard to all aspects of school life.		
5.4	A commitment to extra-curricular aspects of school life.		