

**MILBY PRIMARY SCHOOL
PERSON SPECIFICATION – CLASS TEACHER**

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (including skills tests if applicable) 	<ul style="list-style-type: none"> • Other relevant qualifications, e.g. post-graduate study, coaching, maths specialist teacher etc
Experience	<ul style="list-style-type: none"> • Recent successful teaching/practice at primary level 	<ul style="list-style-type: none"> • A range of experience and year groups across the primary phase
Personal qualities	<ul style="list-style-type: none"> • Awareness of individual responsibilities related to safeguarding and willingness to work in accordance with all relevant policies • Consistently high expectations of self and others including personal presentation and professionalism • Positivity, flexibility, creativity and passion for teaching • Proven ability to work effectively as part of a team and form positive relationships • Willingness to contribute to the wider school community through a 'can do' attitude 	<ul style="list-style-type: none"> • Other interests and passions that they are willing to share with others
Skills	<ul style="list-style-type: none"> • Proven ability to ensure pupils make progress and achieve well over time • Able to demonstrate high quality teaching and learning that motivates and engages all pupils • Evidence of effective planning to meet a range of pupils' needs • Accurate assessment of learning that is used effectively to inform next steps/future learning • Excellent classroom organisation and behaviour management • Effective use of ICT to support learning and communication 	<ul style="list-style-type: none"> • Experience of coordinating a curriculum area/theme across the school • Experience of leading professional development activities for other adults
Knowledge and understanding	<ul style="list-style-type: none"> • Secure knowledge and understanding of safeguarding and child protection issues • Knowledge of how to cater for a range of children's needs including the more able, disabled, SEN and other groups • Thorough knowledge and understanding of effective assessment for learning 	<ul style="list-style-type: none"> • Evidence of other recent training or continuing professional development