Person Specification – Class Teacher

Commencement date: 1 January 2027
Contract: Permanent
Salary: Main Pay Scale 1–6 or Upper Pay Scale, dependent on experience and agreed responsibilities

1. Qualifications and Professional Status

Criteria	Essential / Desirable
Qualified Teacher Status (QTS)	Essential
Induction Complete	Essential
Evidence of ongoing professional development relevant to teaching and learning	Essential
Additional relevant qualifications or training supporting inclusion, SEND, behaviour or school improvement	Desirable

2. Experience

Criteria	Essential / Desirable
Substantial experience of teaching across Key Stage 2	Essential
Proven track record of securing good pupil progress and improving attainment	Essential
Experience of teaching pupils with a wide range of abilities, starting points and learning needs	Essential
Experience of supporting disadvantaged pupils and overcoming barriers to learning	Essential
Experience of working effectively with teaching assistants and other support staff	Essential
Experience of contributing to curriculum development, mentoring colleagues or wider school improvement	Desirable
Experience of taking on additional responsibilities beyond the classroom	Desirable

3. Knowledge and Understanding

Criteria	Essential / Desirable
Strong knowledge and understanding of the primary curriculum, particularly Key Stage 2	Essential
Understanding of effective teaching strategies that secure progress and promote high standards	Essential
Understanding of assessment and how to use it to identify gaps, address misconceptions and plan next steps	Essential
Understanding of inclusive practice and adapting teaching to meet the needs of pupils with SEND, complex needs and differing starting points	Essential
Understanding of the barriers to learning that disadvantaged pupils may experience and strategies to address these	Essential
Understanding of safeguarding responsibilities and the importance of promoting the welfare of children	Essential

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Understanding of effective behaviour management and approaches that support positive relationships and engagement in learning	Essential
Knowledge of strategies to support whole-school improvement and develop the practice of colleagues	Desirable

4. Skills and Abilities

Criteria	Essential / Desirable
Ability to plan and deliver engaging, well-structured and effective lessons	Essential
Ability to secure positive pupil outcomes through high-quality teaching	Essential
Ability to establish high expectations, manage behaviour effectively and maintain a purposeful learning environment	Essential
Ability to build positive, respectful and consistent relationships with pupils	Essential
Ability to adapt teaching and learning to meet a range of needs and enable all pupils to succeed	Essential
Ability to use assessment information effectively to inform planning and accelerate learning	Essential
Ability to communicate effectively with parents, carers, colleagues and other professionals	Essential
Ability to work collaboratively as part of a team and contribute positively to the wider school community	Essential
Ability to reflect critically on own practice and identify opportunities for improvement	Essential
Ability to demonstrate initiative, flexibility and resilience in responding to changing pupil and school needs	Essential
Ability to support colleagues, share effective practice and contribute to wider school improvement	Desirable

5. Personal Qualities and Professional Values

Criteria	Essential / Desirable
A clear commitment to safeguarding and promoting the welfare of children	Essential
A strong commitment to inclusion, equality of opportunity and ensuring every child can succeed	Essential
High levels of enthusiasm, energy, creativity and commitment to teaching	Essential
Resilience, adaptability and a positive approach to the challenges and rewards of working in a complex school context	Essential
A belief that all children can make progress and achieve well, regardless of their starting points or circumstances	Essential
A reflective approach and commitment to continuous professional development	Essential
A willingness to work in partnership with families and the wider school community	Essential
Professional integrity, reliability and a commitment to maintaining high standards	Essential
The motivation and potential to undertake additional responsibilities and contribute to school improvement	Desirable

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6. Safeguarding and Suitability

Criteria	Essential / Desirable
Commitment to the school's safeguarding policies, procedures and child protection responsibilities	Essential
Willingness to undertake all required pre-employment checks and safeguarding training	Essential
Ability to maintain appropriate professional boundaries and act in accordance with the school's code of conduct	Essential

Shortlisting and Assessment

The person specification will be used to assess applications consistently and fairly. Criteria may be assessed through the following methods:

- **A – Application:** Evidence provided within the application form.
- **I – Interview:** Responses to interview questions and professional discussion.
- **P – Practical assessment:** Teaching observation or other relevant task, where appropriate.
- **R – References and pre-employment checks:** Verification of suitability and relevant employment history.

Candidates should provide clear evidence within their application of how their experience, skills and professional practice meet the essential criteria.

Appointment will be subject to satisfactory references and the required pre-employment and safeguarding checks.

Long Toft Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.