

Thomas Barnes Primary School

Person Specification Class Teacher

Factors	Essential	Desirable	Measured by*
Qualifications and Skills <ul style="list-style-type: none"> Graduate Qualified teacher or soon to qualify Excellent classroom practitioner High expectations of work and behavior Recent CPD 	X X		A A/I/O A/I/O A/I/O
Professional Knowledge <ul style="list-style-type: none"> Understand what makes effective learning Have good knowledge of the KS1 National Curriculum Have good subject knowledge to teach effectively across the primary phase Knowledge of Little Wandle phonics programme Knowledge of White Rose Maths Knowledge of Kinetic Letters handwriting programme Know and be able to personalise 	X X	 X X	A/I/O A/I/O A/I/O A/I/ A/I/ A/I/

learning	X		A/I/O
• Knowledge of SEND including autism	X		A/I/O
• Knowledge of what high quality EYFS settings looks like		X	A/I
Professional Skills			
• Ensure support staff are appropriately guided and involved in supporting pupils learning	X		A/I/O
• Support pupil progress and well being	X		A/I/O A/I/O
• Make effective use of assessment	X		
• Work as a team member and share effective practice with colleagues	X		A/I/O
• Evaluate impact of teaching on progress	X		A/I/O
• Modify and adapt practice as necessary	X		A/I/O
• Proactively develop own skills and learning	X		A/I/O
• Experience of working closely with parents		X	A/I
• Have as awareness, understanding and commitment to all aspects of inclusion	X		A/I/O
• Ability/willingness to undertake a negotiated subject leadership role		X	A/I
• Talent in music or sports			

