



Pearl Hyde Primary School

Classroom Teacher – Person Specification

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> Have qualified teacher status 	
Knowledge and understanding	<ul style="list-style-type: none"> Have detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements. Be able to cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in your specialist subject 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding and take account of wider curriculum developments, which are relevant to your work. Have additional qualifications and skills to enable you to lead an area of expertise. Experience of teaching phonics
Planning and setting expectations	<ul style="list-style-type: none"> Be able to identify clear learning objectives, content, lesson structures and sequences according to the subject matter and the pupils being taught. Be able to set clear targets for pupils' learning, building on prior attainment. Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs ensuring high expectations Be able to implement and keep records on personalised learning plans 	<ul style="list-style-type: none"> Have experience of working with children with a range of special educational needs and be able to provide positive and targeted support.



Teaching and managing pupil learning	<ul style="list-style-type: none"> • Be able to ensure effective teaching of whole class, groups and individuals so that teaching objectives are met. • Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. • Use teaching methods which keep pupils' engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. 	
Assessment and evaluation	<ul style="list-style-type: none"> • Be able to assess how well learning objectives have been achieved and use this assessment for future teaching. • Mark and monitor pupils' class and home work providing constructive oral and written feedback, setting targets for pupils' progress. 	
Pupil achievement	<ul style="list-style-type: none"> • Be able to secure progress towards pupil targets • Be able to demonstrate that, as a result of your teaching, pupils achieve well relative to prior attainment, making good progress. 	
Relations with parents and wider community	<ul style="list-style-type: none"> • Know how to prepare and present informative reports to parents • Understand the need to liaise with agencies responsible for pupil welfare 	
Managing own performance development	<ul style="list-style-type: none"> • Understand the need to take responsibility for your own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects you teach. 	<ul style="list-style-type: none"> • Demonstrate responsibility for your own professional development and use the outcomes to improve teaching and children's learning.



	<ul style="list-style-type: none"> • Have an understanding of your professional responsibilities in relation to school policies and practices. • Set a good example to the pupils you teach in terms of your personal conduct. • Be able to evaluate your own teaching critically and use this to improve your effectiveness 	
Managing and developing staff and other adults	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where appropriate, support staff. 	
Managing resources	<ul style="list-style-type: none"> • Select and make good use of learning resources, which enable teaching objectives to be met. 	
Strategic leadership		<ul style="list-style-type: none"> • Demonstrate an active contribution to the policies and aspirations of the school • If the candidate is not in their ECT year, there may be an expectation of leading a subject. However, schemes and support are in place.