

# Person Specification

## KS2 Class Teacher



CRITERIA	ESSENTIAL	DESIRABLE	MEASURED BY
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>– Qualified Teacher Status</li> <li>– Degree</li> </ul>	<ul style="list-style-type: none"> <li>– Any other relevant teaching/coaching qualifications</li> </ul>	<ul style="list-style-type: none"> <li>– Certificates</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>– Successful experience of planning, assessing and monitoring the curriculum</li> <li>– Successful experience of teaching in Upper KS2</li> <li>– Is a consistently good/outstanding teacher</li> <li>– Successful Subject Leadership experience/confident enough to lead a foundation subject</li> </ul>	<ul style="list-style-type: none"> <li>– Experience of working in more than one school</li> <li>– Successful experience of teaching in Year 6</li> <li>– ICT/music leadership</li> </ul>	<ul style="list-style-type: none"> <li>– References</li> <li>– Letter</li> <li>– Interview</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>– Good knowledge and understanding of how to safeguard children</li> <li>– Good knowledge of the National Curriculum and the key objectives children need to master to be successful</li> <li>– Good understanding of the effective teaching of Literacy and Numeracy</li> <li>– Good understanding of successful collaborative approaches to learning</li> <li>– Good understanding of strategies to develop metacognition with pupils</li> <li>– Good understanding of what ensures children make the most progress they can and strategies to ensure this – up to date with current, relevant research</li> <li>– Knowledge of effective strategies to include and meet the needs of all pupils, including, EAL, SEND and <i>Current High Attainers</i></li> <li>– Good knowledge of effective assessment strategies, including Assessment for Learning, to identify next steps for pupils and to inform planning</li> <li>– Able to ensure children own their learning and are fully aware of their strengths and next steps</li> </ul>	<ul style="list-style-type: none"> <li>– Knowledge and understanding of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN, Child Protection</li> <li>– Successful experience of subject leadership to improve teaching and learning</li> <li>– Good understanding of Learning2Learn approach to develop critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>– Letter</li> <li>– Interview</li> <li>– References</li> </ul>

<b>SKILLS</b>	<ul style="list-style-type: none"> <li>– Able to build positive, caring relationships with all pupils and stakeholders and ensure credibility with all children in the classroom</li> <li>– Uses an effective range of strategies for feeding back to all children regularly about their learning, using a range of strategies, predominantly verbal, to maximise pupil progress</li> <li>– Ability to plan effective learning opportunities for all pupils, using regular formative assessment, setting clear learning intentions and enabling relevant, challenging differentiated/scaffolded tasks</li> <li>– Able to plan a real and relevant programme of learning that includes pupil voice and makes purposeful links across the curriculum, particularly applying Literacy and Numeracy skills</li> <li>– Able to adapt lessons live according to need of children to enable good progress</li> <li>– Ability to provide opportunities for deep learning and enable children to think critically</li> <li>– Creativity in establishing a happy, purposeful, challenging/scaffolded learning environment that enables all children to learn and fosters independence</li> <li>– Able to get children to take ownership and responsibility for their own learning to a high level (appropriate to age)</li> </ul>	<ul style="list-style-type: none"> <li>– Able to develop effective working walls to support children's learning journeys</li> <li>– Able to use critical thinking tools effectively to deepen understanding</li> <li>– Good, confident ICT knowledge and skills, used to engage pupils with their own learning</li> <li>– Able to get QLA from tests and data analysis to effective use to raise standards</li> </ul>	<ul style="list-style-type: none"> <li>– Letter</li> <li>– Interview</li> <li>– References</li> </ul>
<b>PERSONAL ATTRIBUTES &amp; ADDITIONAL FACTORS</b>	<ul style="list-style-type: none"> <li>– A commitment to safeguarding children and promoting the welfare of children and young people</li> <li>– Develops positive and caring relationships with all children</li> <li>– A reflective practitioner who has high expectations of self/colleagues and children</li> <li>– Flexible/adaptable - has a readiness to take a whole school perspective and cope positively with change – has a 'can do' attitude</li> <li>– Passionate about educating children through a relevant curriculum</li> <li>– Able to maintain a sense of humour and manage stress</li> <li>– A willingness to learn, a commitment to excellence, school improvement and to promote the aims, values and vision of the school</li> <li>– Good interpersonal and communication skills, utilised to engage parents with their children's learning</li> <li>– Positive in receiving feedback from subject/senior leaders about areas for improvement and acts upon this in a timely way</li> <li>– An effective and active team member</li> <li>– Manage own work load effectively and respond swiftly to tight deadlines</li> <li>– Dedicated, committed and willing to go the extra mile</li> <li>– Able to follow school protocols and policies consistently and to good effect</li> </ul>	<ul style="list-style-type: none"> <li>– Able to think creatively to solve problems</li> <li>– Willing to take risks in the classroom</li> <li>– Willingness to be involved in extracurricular activities and school events</li> </ul>	<ul style="list-style-type: none"> <li>– Letter</li> <li>– Interview</li> <li>– References</li> </ul>