**Person Specification: Primary Class Teacher**

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|  |  | Essential | Desirable | Evidence |
| **Qualification criteria** | Qualified teacher status.  Evidence of appropriate professional development. | X  X |  | A  A/I |
| **Experience** | Evidence of successful teaching experience  Experience of successfully teaching in more than one school/age range.  Evidence of curriculum coordination responsibilities and budget management (specific focus on Physical Education, Modern Foreign Languages, Music)  Experience of using school management systems, learning platforms and communication networks. | X | X  X  X | A/I  A/I  A/I  A/I |
| **Teaching and Learning / Curriculum** | Up to date, comprehensive knowledge of curriculum developments.  Ability to plan learning in a creative cross curricular way.  Demonstrate good classroom practice.  Demonstrate excellent classroom practice.  Applies a working knowledge of school planning, evaluation and assessment.  Demonstrates knowledge and understanding of child development and pedagogy and its relevance to the process of teaching and learning with particular reference to the education of 3-11year olds.  A positive, proactive approach to school discipline and behaviour.  Evidence of involvement in and commitment towards the development and implementation of school’s vision, aims and curriculum.  Evidence of understanding the importance of developing good relationships and the need for stimulating teaching in order to ensure engagement and progress in learning.  Ability to use ICT effectively to promote children’s learning.  Some knowledge of the use of ICT in assessment. | X  X  X  X  X  X  X  X  X | X  X | A/I/O |
| **Effective relationships and networks** | Understanding of the roles and responsibilities of The Local Academy Committee (LAC)  Well developed views about all aspects of parent partnership and parent consultation.  Awareness of difficulties in encouraging parents to interact with school.  Commitment to forming positive relationships with other schools.  Ability to form good relationships with pupils, staff, parents and Governors. | X  X  X  X | X | A/I |
| **Inclusion and safeguarding** | Evidence of an understanding and thought about the need for a differentiated curriculum and the integration of special needs in mainstream education.  Experience of children with special needs  Commitment to equal opportunities and inclusion.  Evidence of a good understanding and commitment to safeguarding, child protection and health and safety procedures. | X  X  X  X |  | A/I |
| **Personal Qualities** | Ability to innovate and contribute to the life of the school.  Positive, proactive, tidy and well organised.  Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding of primary practice.  Good communication and planning skills.  Well developed team working skills.  Can handle and resolve conflict through sensitive but firm negotiation.  Wider interests outside school that can be used to enrich school life | X  X  X  X  X  X | X | A/I |

*A = Application I = Interview O = Observations/Tests*

*We are committed to safeguarding the welfare of children and young people in our care and expect all staff to share this commitment. We follow safer recruitment practice and appointments are subject to a satisfactory DBS certification and suitable references.*