



Person Specification - Class Teacher

	Essential Criteria	Desirable Criteria
Qualifications	• Qualified teacher status	
Professional attributes	• Exemplary classroom practitioner • Enthusiastic, creative and willing to learn • Excellent communication and interpersonal skills • Takes responsibility for managing own professional development • Contributes to and implements whole school policies. • Participates in and contributes to whole school improvement. • Motivates staff and sets examples of high personal standards • Establishes professional, supportive and appropriate relationships with parents, carers and other professionals. • Willingness to assist and participate in the wider aspects of school life.	• Experience of working in partnership with parents and other professionals • Evidence of continued professional development
Professional knowledge and understanding	• Has a detailed knowledge of National Curriculum requirements • Ensures curriculum coverage, continuity and progression in the curriculum, for all pupils. • Understands how pupils' learning is affected by their physical, intellectual, emotional and social development • Uses a range of different delivery styles to meet the needs of the learners • Successfully delivers inclusive practice to ensure equal opportunities for all. • Uses assessment effectively to set clear targets for pupil achievement and to inform future learning • Involves pupils in their own assessment and target setting	• Knowledge and experience of EYFS requirements and practice • Experience of implementing the principles and practices in behaviour management strategies. • Experience of participating in curriculum development.
Professional skills	• Works well in a team • Able to line manage teaching assistants and to involve them in the planning and assessment of pupils' learning • Selects teaching materials appropriately and makes good use of resources • Uses accommodation to create an effective and stimulating learning environment • Secures a good standard of behaviour in the classroom by establishing	• Experience of managing support staff in a mainstream school context



	appropriate rules and high expectations of behaviour within the context of the school's behaviour policy • Confident ICT user • Ensures that the learning environment is safe and that risks are adequately assessed	
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