

## John Harrox Primary School Person Specification: Class Teacher

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Qualified Teacher status	Evidence of and commitment to continuous professional development opportunities
<b>Experience</b>	The Class Teacher should have experience of: Delivering at least good teaching at a primary phase	In addition, the Class Teacher may have experience of: <ul style="list-style-type: none"> <li>• teaching across the whole primary age range</li> <li>• working in partnership with parents</li> </ul>
<b>Knowledge and understanding</b>	The Class Teacher should have knowledge and understanding of: <ul style="list-style-type: none"> <li>• the National Curriculum and its application</li> <li>• the monitoring, assessment, recording and reporting of pupils' progress</li> <li>• the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection</li> <li>• the positive links necessary within school and with all its stakeholders</li> <li>• strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range</li> <li>• a range of effective teaching and learning styles</li> </ul>	In addition, the Class Teacher may also have knowledge and understanding of: <ul style="list-style-type: none"> <li>• The links between schools, and the wider community especially to enhance the curriculum</li> <li>• Experience of administering KS2 statutory assessment procedures</li> </ul>
<b>Skills</b>	The Class Teacher will be able to: <ul style="list-style-type: none"> <li>• develop good working relationships within a team ensuring good communication is maintained</li> <li>• be a good classroom practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum expertise/specialism in: geography , history</li> </ul>

	<ul style="list-style-type: none"> <li>• have high expectations and standards</li> <li>• set high behaviour expectations and have effective behaviour management strategies in accordance with school policies</li> <li>• establish and develop close relationships with parents, governors and the wider community</li> <li>• communicate effectively (both orally and in writing) to a variety of audiences</li> <li>• be creative in the provision of a happy, challenging engaging and effective learning environment</li> <li>• use effectively a variety of teaching and organisational styles and resources including ICT which inspires and motivates</li> <li>• develop and maintain good professional relationships and contribute positively to curriculum development</li> <li>• the ability to contribute to a specific curriculum area or areas</li> </ul>	<ul style="list-style-type: none"> <li>• The ability and desire to contribute to an extra-curricular area</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Enthusiastic</li> <li>• Calm</li> <li>• Flexible</li> <li>• Well-organised</li> <li>• A desire to learn and for professional development</li> </ul>	
<b>PRE EMPLOYMENT CHECKS</b>	<p>Satisfactory pre-employment checks to include:</p> <ul style="list-style-type: none"> <li>• Satisfactory enhanced DBS check</li> <li>• Satisfactory medical statement</li> <li>• Two satisfactory references</li> <li>• Proof of the right to work in the UK</li> <li>• Relevant qualifications</li> </ul>	

In addition to assessing the candidates' ability to perform the duties & responsibilities associated with the post, the interview will also explore issues relating to safeguarding & promoting the welfare of the students.