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| **Role title** | **Primary Class Teacher** |
| **Date** | May 2024 |
| **Candidate** |  |
| **1. Qualifications training and experience** | * Teaching degree and QTS * Experience of teaching in a year group * Experience of working collaboratively with others * Sufficiently fluent in the English language for the effective performance in the role   *Desirable:*   * *Further training and qualifications to support the role* |
| **2. High expectations and progress** | * Establish a safe and stimulating environment rooted in mutual respect * demonstrate consistently positive attitudes, values and behaviour * Set goals that stretch and challenge pupils with impact * Able to make a positive contribution to wider school life and ethos |
| **3.**  **curriculum knowledge** | * Have a secure understanding of the primary curriculum * Promotes high standards of literacy and correct use of standard English   *Desirable:*   * *Has strong knowledge in a specific curriculum area* * *Has experience of subject or wider leadership* |
| **4. Teaching and learning** | * Promote a love of learning through an engaging curriculum and explicit teaching that builds strong knowledge * Able to use effective adaptive practice in enabling every child to make good progress from their starting points * Secure awareness of supporting children experiencing disadvantage or with special educational needs * Effectively checks for understanding and uses assessment to inform teaching and use feedback effectively * Promotes curiosity, responsibility and independence in learners   *Desirable:*   * *Proven experience of strong and effective practice* |
| **5. Behaviour and climate** | * Able to demonstrate strong routines and transitions for pupils * Promotes a clear focus within a stimulating and supportive environment in motivating pupils to achieve outcomes * Strong work ethic and positive relationships secure impactful behaviour management |
| **6. Church school commitment** | * Understanding and experience of what distinguishes a distinctive Christian ethos in a church school. * Demonstrate personal and professional integrity, including modelling Christian values and vision |
| **7. Personal qualities and attributes** | **Communication and Influence**  * Communicates effectively and confidently with pupils, parents, colleagues, and external stakeholders, adapting language and tone to suit a primary audience and context * Demonstrates excellent interpersonal skills and emotional intelligence * Inspires and motivates young learners through clear instruction, enthusiasm, and a nurturing approach * Handles challenging behaviour or concerns with empathy, professionalism, and strategic understanding of child development and school policy  **Professionalism and Character**  * Always maintains high professional and ethical standards * Approaches challenges with resilience and a constructive, solutions-focused mindset * Remains calm and composed under pressure, modelling emotional regulation and positive behaviour * Energetic, self-motivated, and proactive in planning engaging lessons and taking initiative in wider school responsibilities  **Creativity and Innovation**  * Brings creativity and original thinking to lesson planning, resource design, and classroom activities * Adapts quickly to curriculum changes and embraces opportunities for innovative teaching strategies * Actively pursues professional development and continuously reflects on and refines practice  **Team and Culture Fit**  * A collaborative and supportive team member who contributes positively to staff morale and the wider school culture * Builds strong, respectful relationships with colleagues, demonstrating a good sense of humour and emotional sensitivity * Shows empathy and awareness, supporting peers and fostering an inclusive, team-oriented environment  **Safeguarding and Suitability**  * Deeply committed to the safeguarding and well-being of all pupils, understanding and implementing policies with diligence * Fully suitable to work with children and dedicated to maintaining a nurturing, safe, and inclusive learning environment |