Chapelfield Primary School



**Person Specification – Class Teacher**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attributes** | **Criteria** | **Essential / Desirable** | **Application Form** | **Interview** | **Reference** |
| **Qualifications** | DfE recognised teaching qualification with Qualified Teacher Status | **E** | **✓** |  |  |
| Evidence of other related recent study. | **D** | **✓** | **✓** |  |
| **Experience and Associated Skills** | Experience as a Teacher (including training) with evidence of ability to raise standards. | **E** | **✓** | **✓** | **✓** |
| Understanding of the requirements of the EYFS Statutory Framework and its application across Nursery and Reception | **E** | **✓** | **✓** | **✓** |
| Understanding of the requirements of the National Curriculum and its application across the primary phase | **E** | **✓** | **✓** | **✓** |
| Experience and ability to manage and motivate pupils | **E** | **✓** | **✓** | **✓** |
| Knowledge of effective classroom and behaviour management strategies | **E** | **✓** | **✓** | **✓** |
| Knowledge of effective teaching and learning strategies to ensure progress of all learners including learners with SEND | **E** | **✓** | **✓** |  |
| Experience and understanding of planning for, monitoring and evaluating the progress of pupils. | **E** | **✓** | **✓** |  |
| Understanding of an effective learning environment and the ability to create an inclusive classroom. | **E** | **✓** | **✓** |  |
| Understanding of the principles of assessment/observations and record keeping and their use in raising personal and academic achievement. | **E** | **✓** | **✓** |  |
| Recent experience of working in the Early Years Foundation Stage | **D** | **✓** | **✓** |  |
| Involvement in extracurricular activities. | **D** | **✓** | **✓** |  |
| Strong commitment to the use of ICT to support teaching, learning and assessment | **D** | **✓** | **✓** |  |
| **Personal Skills/ Specialist Knowledge** | Commitment to teaching young people and their continued development. | **E** | **✓** | **✓** | **✓** |
| Ability to relate well to children | **E** | **✓** | **✓** | **✓** |
| Ability to form effective professional relationships. | **E** | **✓** | **✓** |  |
| Willingness to involve yourself fully in the wider life of the school | **E** | **✓** | **✓** |  |
| Commitment to furthering your own professional knowledge and skills | **E** | **✓** | **✓** |  |
| High expectations and a commitment to inspire all pupils through a creative approach to teaching. | **E** | **✓** | **✓** |  |
| Commitment to equality of opportunity | **E** | **✓** | **✓** |  |
| Effective self-motivation and personal organisational skills | **D** | **✓** | **✓** | **✓** |
| **Special Working Conditions** | Ability to communicate effectively, both orally and in writing | **E** | **✓** | **✓** |  |
| Ability to work as part of a strong, friendly team and contribute to team dynamics. | **E** | **✓** | **✓** | **✓** |
| Consistent commitment to safeguarding and promoting the welfare of children in school | **E** | **✓** | **✓** | **✓** |
| Maintain high standards for both children’s learning and behaviour. | **E** | **✓** | **✓** |  |
| Willingness to co-ordinate an area of the curriculum. | **E** | **✓** | **✓** |  |
| Commitment to developing and building partnerships with staff, governors, children, parents and the wider community | **E** | **✓** | **✓** | **✓** |
| Commitment to inclusion with high expectations for all children | **E** | **✓** | **✓** |  |

|  |  |
| --- | --- |
| Application Form and Supporting Statement | The form must be fully completed and legible. The supporting statement should be clear, concise (no more than 3 sides of A4 in Arial 11) and you may wish to use the sub-headings contained under the attributes column as a guide. |
| Confidential References | Positive recommendations from all referees including current employer. Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references. |