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**Classroom Teacher**

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Qualified teacher status  Evidence of CPD | Commitment to continuing professional development activities and/or further qualifications |

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|  | **Essential** | **Desirable** |
| **Commitment to Education and Teaching** | Have high expectations and a commitment to ensuring that pupils can achieve their full educational potential. Establishing fair, respectful, trusting, supportive and constructive relationships with them.  Hold positive values and attitudes and adopt high standards of behaviour in their professional role.  Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work  Communicate effectively with young people, colleagues, parents and carers, conveying timely and relevant information about attainment, objectives, progress development and well-being.  Have a commitment to collaboration and co-operative working where appropriate.  Evaluate their performance and be committed to improving their practice through appropriate professional development. Contribute to implementing workplace policies and practice and to promoting collective responsibility for their implementation |  |

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|  | **Essential** | **Desirable** |
| **Knowledge and Understanding**  **Knowledge and Understanding**  **(continued)** | Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential  Know the assessment requirements and arrangements for the subject/curriculum areas they teach, including those relating to public examinations and qualifications.  Know a range of approaches to assessment, including the importance of formative assessment  Use reports and other sources of external information related to assessment in order to provide pupils with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development; including action plans for improvement and levels of attainment.  Have a secure knowledge and understanding of their subjects and curriculum areas.  Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.  Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences  Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.  Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.  Know and follow the local safeguarding procedures concerning the safeguarding of children and young people, with an awareness of potential child abuse or neglect | Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.  Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas they teach, including those related to public examinations and qualifications.  Have a more developed knowledge and understanding of their subjects/  curriculum areas |

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|  | **Essential** | **Desirable** |
| **Professional Skills**  **Professional Skills**  **(continued)** | Plan for progression across the Secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge  Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills as appropriate  Plan, set and assess homework, to sustain pupils’ progress and consolidate their learning  Teach challenging, well organised lessons and sequences of lessons  across the Secondary age and ability range to achieve and maintain levels of attainment  Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion.  Build on the prior knowledge and attainment of those they teach in order that pupils meet learning objectives and make sustained progress.  Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.  Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupils’ progress and levels of attainment  Provide timely, accurate and effective feedback on learners’ attainment, progress and areas for development  Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set positive  targets for improvement and become successful independent learners  Use assessment as part of the teaching to diagnose pupils’ needs, set realistic and challenging targets for improvement and plan future teaching  Establish a purposeful and safe learning environment so that pupils feel secure and sufficiently confident to make an active contribution to learning and to the school.  Identify and use opportunities to personalise and extend learning through out-of-school contexts making links between in-school  learning and learning in out-of-school contexts.  Use a range of behaviour management techniques and strategies, maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy  Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.  Promote collaboration and work effectively as a team member. | Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.  Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally  Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. |

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|  | **Essential** |
| **Safeguarding and Child Protection** | Kenilworth Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate. |