**Nottingham City Council**

**Class Teacher**

**Person Specification**



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Essential | Desirable | Application | Documentation | Interview | Assessment |
| **EDUCATION AND TRAINING** |  |  |  |  |  |  |
| Qualified Teacher Status – degree or equivalent | X |  | X | X |  |  |
| GCSE Maths and English at Grade C or equivalent | X |  | X | X |  |  |
| Evidence of commitment to own professional development | X |  | X |  |  |  |
|  |  |  |  |  |  |  |
| **EXPERIENCE AND KNOWLEDGE** |  |  |  |  |  |  |
| Teaching experience in the relevant phase/setting. | X |  | X |  | X | X |
| Excellent teaching skills with clear communication to set goals and pupil expectations. | X |  | X |  | X | X |
| Knowledge of attainment, progress and outcomes to successfully develop learning and teaching strategies. | X |  | X |  | X | X |
| Experiences of working with children with a wide variety of learning needs including pupils with special educational needs, pupils with English as an additional language and children from challenging or disadvantaged home circumstances |  | X | X |  | X | X |
| Track record of consistently good or outstanding teaching | X |  | X |  | X | X |
|  |  |  |  |  |  |  |
| **SKILLS AND ABILITIES** |  |  |  |  |  |  |
| Be able to create a happy, challenging and effective learning environment | X |  | X |  | X |  |
| An ability to use your own initiative | X |  | X |  | X |  |
| Ability to use ICT programmes for teaching and learning and for data management and record keeping | X |  |  | X | X | X |
| A commitment to the ethos of the school and to support its values | X |  | X |  | X | X |
| Ability to achieve expected or better than expected rates of progress and high achievement | X |  | X |  | X | X |
| Commitment to school improvement | X |  | X |  | X | X |
|  |  |  |  |  |  |  |
| **TEACHING AND LEARNING/CURRICULUM** |  |  |  |  |  |  |
| Understanding of methods to raise standards of attainment | X |  | X |  | X | X |
| Ability to ensure that a stimulating, rigorous and suitably challenging learning environment is in place | X |  | X |  | X | X |
| Ability to organise and implement an appropriate curriculum for children and young people aged 2-19 | X |  | X |  | X | X |
| Knowledge of the principles of effective teaching and assessment for learning | X |  | X |  | X | X |
| Effective use of data to analyse and track pupils’ progress to identify strengths and areas for improvement and to respond accordingly | X |  |  |  | X |  |
| Knowledge and understanding of curriculum and good subject knowledge, demonstrating knowledge of current issues and recent developments | X |  |  |  | X | X |
| Ability to communicate learning and high expectations clearly and in a way that inspires and motivates children | X |  | X |  | X | X |
|  |  |  |  |  |  |  |
| **INCLUSION** |  |  |  |  |  |  |
| Clear understanding of all elements of the continuum of educational inclusion with a specific vision for children with special needs and / or disabilities  | X |  | X |  | X |  |
| An agreed and consistent approach to school discipline and behaviour | X |  | X |  | X |  |
|  |  |  |  |  |  |  |
| **EFFECTIVE RELATIONSHIPS AND NETWORKS** |  |  |  |  |  |  |
| Work alongside and have the ability to relate effectively with and gain the respect of staff, children and parents in our diverse community  | X |  | X |  | X |  |
| Work effectively and in partnership with Governors  |  | X |  |  |  |  |
| Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives. | X |  | X |  | X |  |
|  |  |  |  |  |  |  |
| **EQUALITIES** |  |  |  |  |  |  |
| Demonstrate, work to the principles of and positively promote equality and diversity and community cohesion | X |  |  |  | X |  |

Please note that all elements of this person specification may be tested via a task, an interview question or both during the selection process.

**‘This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.’**