

HADLEY LEARNING COMMUNITY

Class teacher Person Specification

Job Attributes	Essential
Qualifications	<p>Qualified Teacher Status (QTS) awarded by an appropriate and recognised body</p> <p>A degree or equivalent qualification relevant to primary education</p> <p>Evidence of commitment to continuing professional development (CPD) and further professional study</p> <p>Desirable: Additional qualifications or training relevant to Key Stage 2 (e.g. Maths/English leadership, SEND, EAL)</p>
Experience	<p>Successful experience of teaching in a primary school, with recent and sustained practice in Key Stage 2, particularly in Years 5 or 6</p> <p>A proven track record of securing at least good outcomes for pupils, with evidence of accelerating pupil progress and raising attainment.</p> <p>Experience of working with children with diverse backgrounds, abilities, and learning needs, including those with SEND and/or EAL.</p> <p>Experience of working as part of a year group or phase team to plan and deliver a cohesive and progressive curriculum</p> <p>Experience of implementing and contributing to whole school priorities.</p>
Knowledge and Skills (Teaching and Learning)	<p>Secure knowledge of the National Curriculum for Key Stage 2 and age-related expectations</p> <p>Thorough understanding of assessment for learning, including statutory assessment at the end of KS2 (SATs), and effective use of formative assessment</p> <p>Knowledge of how children learn and the ability to apply this knowledge to raise pupil achievement</p> <p>Awareness of key educational research and evidence-informed practice, including cognitive science, metacognition, and retrieval practice</p> <p>Understanding of safeguarding and child protection procedures and responsibilities</p> <p>Familiarity with the SEND Code of Practice and effective classroom strategies for inclusion and differentiation</p> <p>Understanding of current developments, challenges, and priorities within the primary education sector</p> <p>Ability to plan and deliver high-quality, stimulating lessons that engage, motivate, and challenge all learners</p> <p>Strong classroom management skills and the ability to maintain a calm, safe, and purposeful learning environment</p> <p>Ability to deploy a range of effective teaching strategies to support pupils with differing needs and starting points</p> <p>Capacity to use data intelligently to identify gaps in learning, adapt teaching, and track pupil progress over time</p> <p>Ability to use educational technologies confidently and purposefully to enhance learning and teaching</p> <p>Commitment to promoting pupils' spiritual, moral, social, and cultural development, as well as British values</p>
Decision Making	<p>Proven ability to analyse information, identify problems, and implement appropriate solutions</p> <p>Sound professional judgement and the ability to make informed decisions under pressure</p> <p>Capacity to reflect on practice, seek feedback, and adjust improve effectiveness</p>
Communication Skills	<p>☑Excellent verbal and written communication skills suited to a range of audiences, including pupils, parents, colleagues, and external agencies</p> <p>☑Able to foster positive and respectful relationships with children that promote engagement and achievement</p> <p>☑Skilled in working collaboratively with colleagues as part of a team, contributing to a shared ethos and goals</p>

	<p>☑Ability to deal sensitively and confidentially with parents and carers, building trust and promoting partnership</p> <p>☑Confidence to liaise with professionals from external agencies and contribute to multi-agency working where necessary</p>
Self-Management	<p>Highly organised, with the ability to prioritise workload, meet deadlines, and manage time effectively</p> <p>Commitment to high standards and continuous improvement</p> <p>Reflective and responsive to professional feedback and coaching</p> <p>Demonstrates resilience, stamina, and a strong work ethic</p> <p>Willingness to contribute to the broader life of the school, including extra-curricular activities, clubs, and events</p>
Personal Attributes	<p>☑Warm, approachable, and emotionally intelligent, with a genuine enthusiasm for working with children</p> <p>☑Adaptable and open to change in a dynamic school environment</p> <p>☑A positive role model for pupils, staff, and the wider community</p> <p>☑Professional integrity, reliability, and discretion</p> <p>☑Passionate about making a difference in the lives of children and committed to inclusive education</p> <p>A strong sense of personal responsibility and commitment to the school's vision, values, and ethos</p>
Desirable Qualities	
<ul style="list-style-type: none"> • Experience of leading or co-leading a core curriculum subject (English, Mathematics, or Science) across the whole school, demonstrating impact on pupil outcomes and/or staff development • Evidence of successful teaching experience across more than one key stage (e.g., Key Stage 1 and 2, or EYFS and Key Stage 2), showing adaptability to different age groups and curriculum expectations • Experience of initiating, developing, and evaluating a whole-school project or initiative • Experience of mentoring, coaching, or supporting other staff members, such as Early Career Teachers (ECTs) or teaching assistants • Involvement in strategic school improvement activities, including contribution to school self-evaluation, development planning, or curriculum innovation • Understanding and experience of monitoring and evaluating the impact of teaching and learning across a subject or phase • Recent experience of working in partnership with parents, external agencies, or the wider community to support school improvement • Engagement in or contribution to research-informed practice to enhance pedagogy and pupil outcomes 	