

Person Specification

Class Teacher (MPS)



CRITERIA	ESSENTIAL	DESIRABLE	MEASURED BY
QUALIFICATIONS	– Qualified Teacher Status – Degree	– Any other relevant teaching/coaching qualifications	– Certificates
EXPERIENCE	– Successful experience of planning, assessing and monitoring the curriculum – Successful experience of teaching in relevant Key Stage / year group – Is a consistently good/outstanding teacher – Successful Subject Leadership experience/confident enough to lead a foundation subject	– Experience of working in more than one school – Music expertise / leadership	– References – Letter – Interview
KNOWLEDGE AND UNDERSTANDING	– Good knowledge and understanding of how to safeguard children – Good knowledge of the National Curriculum and the key objectives children need to master to be successful – Good understanding of the effective teaching of Literacy and Numeracy – Good understanding of successful collaborative approaches to learning – Good understanding of strategies to develop metacognition with pupils – Good understanding of what ensures children make the most progress they can and strategies to ensure this – up to date with current, relevant research – Knowledge of effective strategies to include and meet the needs of all pupils, including, EAL, SEND and <i>Current High Attainers</i> – Good knowledge of effective assessment strategies, including Assessment for Learning, to identify next steps for pupils and to inform planning – Able to ensure children own their learning and are fully aware of their strengths and next steps	– Knowledge and understanding of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN, Child Protection – Successful experience of subject leadership to improve teaching and learning – Good understanding of Learning2Learn approach to develop critical thinking & metacognition	– Letter – Interview – References

CRITERIA	ESSENTIAL	DESIRABLE	MEASURED BY
SKILLS	– Able to build positive, caring relationships with all pupils and stakeholders and ensure credibility with all children in the classroom – Uses an effective range of strategies for feeding back to all children regularly about their learning, using a range of strategies, predominantly verbal, to maximise pupil progress – Ability to plan effective learning opportunities for all pupils, using regular formative assessment, setting clear learning intentions and enabling relevant, challenging differentiated/scaffolded tasks – Able to plan a real and relevant programme of learning that includes pupil voice and makes purposeful links across the curriculum, particularly applying Literacy and Numeracy skills – Able to adapt lessons live according to need of children to enable good progress – Ability to provide opportunities for deep learning and enable children to think critically – Creativity in establishing a happy, purposeful, challenging/scaffolded learning environment that enables all children to learn and fosters independence – Able to get children to take ownership and responsibility for their own learning to a high level (appropriate to age)	– Able to develop effective working walls to support children's learning journeys – Able to use critical thinking tools effectively to deepen understanding – Good, confident ICT knowledge and skills, used to engage pupils with their own learning – Able to get QLA from tests and data analysis to effective use to raise standards	– Letter – Interview – References
PERSONAL ATTRIBUTES & ADDITIONAL FACTORS	– A commitment to safeguarding children and promoting the welfare of children and young people – Develops positive and caring relationships with all children – A reflective practitioner who has high expectations of self/colleagues and children – Flexible/adaptable - has a readiness to take a whole school perspective and cope positively with change – has a 'can do' attitude – Passionate about educating children through a relevant curriculum – Able to maintain a sense of humour and manage stress – A willingness to learn, a commitment to excellence, school improvement and to promote the aims, values and vision of the school – Good interpersonal and communication skills, utilised to engage parents with their children's learning – Positive in receiving feedback from subject/senior leaders about areas for improvement and acts upon this in a timely way – An effective and active team member – Manage own work load effectively and respond swiftly to tight deadlines – Dedicated, committed and willing to go the extra mile – Able to follow & promote school protocols and policies consistently and to good effect	– Able to think creatively to solve problems – Willing to take risks in the classroom – Willingness to be involved in extracurricular activities and school events	– Letter – Interview – References