**Person Specification Post Title: Classroom Teacher**

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| **Category** | **Essential** | **Desirable** | **Evidence**  (Interview & Application) |
| **Qualifications**   * To have completed a recognised initial teacher training course leading to Qualified Teacher Status; * To have trained for the appropriate age group; * A degree or equivalent qualification; * Evidence of in-service professional development. | ✓  ✓  ✓ | ✓ | Application  Application  Application  Application |
| **Professional Values, Practice & Experience**   * Effective communication skills to develop the partnership with pupils, parents/carers and colleagues; * Awareness of the school environment, including links with the local community; * Awareness of the professional values and behaviour expected of teachers; * Commitment to professional development using targets agreed during induction; * Have a commitment to robust Child Protection Procedures. | ✓  ✓  ✓  ✓ | ✓ | A & I  A & I  A & I  A & I  A & I |
| **Knowledge and Understanding**   * A thorough knowledge and understanding of the revised National Curriculum; * Experience of using ICT effectively both in curriculum planning and teaching; * Understanding of your responsibilities under the SEND Code of Practice & Child Protection Procedures; * Knowledge of and ability to develop a purposeful learning environment; * Respect for pupils’ social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning; * Commitment to equal opportunities and inclusion; * An excellent knowledge of the Key Stage 1 curriculum; * A proven track record of improving attainment of children in Key Stage 1 including phonics. | ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓ | A & I  A & I  Application  A & I  Application  A & I  A & I  A & I |

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| **Category** | **Essential** | **Desirable** | **Evidence**  (Interview & Application) |
| **Planning, Expectations and Targets**   * Knowledge of and ability to apply a framework of curriculum planning which: * Includes long and short term plans; * Requires learning objectives and success criteria to be identified for classes, groups and individuals; * Enables monitoring, assessment and recording of pupils’ progress. * Understands the role of Target Setting in improving rates of progress and raising attainment. | ✓  ✓ |  | Interview  Interview |
| **Teaching and Class Management**   * Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils; * Experience of enabling pupils with different learning needs and of varying abilities to maximise their learning through provision of differentiated activities; * A thorough knowledge of a range of behaviour management strategies and how to implement them effectively in line with agreed school behaviour policy. | ✓  ✓  ✓ |  | Interview  Interview  Interview |
| **Work-related Personal Requirements**   * Suitability to work with children; * A strong work ethic and a commitment to high standards; * A willingness to go that extra mile for our children and families; * An ability to support less experienced members of staff. | ✓  ✓  ✓  ✓ |  | Application  Application  Application  Application |
| **School Specific**   * A thorough understanding of the core subjects (maths, composition and phonics) and the delivery of these to ensure maximum pupil attainment and progression. | ✓ |  | Interview |