



### Person specification – Class Teacher

Attributes	Essential	Desirable
<b>Qualifications/Training</b>		
Education	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• First Class Degree</li> </ul>
<b>Experience</b>		
Teaching & Learning	<ul style="list-style-type: none"> <li>• Successful classroom teaching experience (or practices) within the primary phase</li> </ul>	
<b>Knowledge and understanding</b>		
National Framework	<ul style="list-style-type: none"> <li>• Knowledge of the Education Acts and other relevant legislation.</li> <li>• Awareness of current developments in education and the implications of these.</li> <li>• An in-depth understanding of the teacher standards</li> </ul>	
Teaching and Learning	<ul style="list-style-type: none"> <li>• Practical understanding of high quality learning and teaching strategies.</li> <li>• Understanding of the importance of personal, social and emotional aspects of learning.</li> <li>• Understanding of how to combine a creative, personalised curriculum with high expectations of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of issues and strategies for developing the more able child</li> </ul>
Standards	<ul style="list-style-type: none"> <li>• Knowledge and understanding of strategies to raise standards and progress.</li> <li>• Understanding of the use of target setting in raising standards of achievement</li> </ul>	
National Curriculum	<ul style="list-style-type: none"> <li>• Understand the planning of the curriculum, including assessment, recording and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• First-hand experience of planning, assessing within the new National Curriculum</li> </ul>
Parents and Community	<ul style="list-style-type: none"> <li>• Understanding of the role which can be played by parents and the community as a whole in raising standards</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working directly with parents and others to raise standards and involvement with the wider and local community</li> </ul>

<b>Skills</b>		
Relationships	<ul style="list-style-type: none"> <li>• Ability to establish and develop effective relationships within the school community including colleagues, parents and governors</li> </ul>	
Interpersonal and communication skills	<ul style="list-style-type: none"> <li>• Ability to communicate effectively in writing and orally.</li> <li>• Prompt completer of tasks.</li> <li>• Competent in the use of ICT including a range of online technologies.</li> <li>• Flexible and approachable.</li> <li>• Resilient under pressure.</li> <li>• Able to deal sensitively with people and resolve conflicts. Positive and energetic approach to work.</li> </ul>	
<b>Attitudes</b>		
Personal	<ul style="list-style-type: none"> <li>• An energetic approach to the role and responsibilities attached</li> </ul>	
Education Philosophy	<ul style="list-style-type: none"> <li>• A commitment to raising achievement through partnership with parents, school's services and the community.</li> <li>• A determination to ensure the curriculum is adapted regularly to meet the needs of individuals in line with the school's ethos.</li> </ul>	
Staff Development	<ul style="list-style-type: none"> <li>• Committed to the professional development</li> </ul>	
Equal Opportunities	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity and access. Commitment to race, gender equality and social inclusion</li> </ul>	