



### Person specification – class teacher

	Essential	Desirable
<b>Qualifications</b> Evidenced in: <ul style="list-style-type: none"> <li>application form</li> </ul>	Qualified Teacher Status. Degree or Degree/PGCE or equivalent	Evidence of INSET and commitment to further professional development (including evidence of additional learning during ITT).
<b>Experience</b> Evidenced in: <ul style="list-style-type: none"> <li>letter of application</li> <li>interview</li> <li>portfolio/presentation</li> </ul>	The Class Teacher must have experience of: <ul style="list-style-type: none"> <li>Delivering high quality teaching within a school.</li> <li>Experience of working with SEN pupils within a whole class setting.</li> <li>Safeguarding in a Primary School.</li> </ul>	In addition, the Class Teacher might have experience of: <ul style="list-style-type: none"> <li>Teaching across the whole Primary age range.</li> <li>Working in partnership with parents.</li> <li>Working with children and young people in different settings.</li> <li>Working with children with specific SEN issues such as ADHD or Dyslexia.</li> <li>Working with children with EAL or across diverse settings.</li> </ul>
<b>Knowledge and understanding</b> Evidenced in: <ul style="list-style-type: none"> <li>application form</li> <li>lesson observation</li> <li>interview</li> </ul>	The Class Teacher must have knowledge and understanding of: <ul style="list-style-type: none"> <li>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>Effective teaching and learning styles.</li> <li>The monitoring, assessment, recording and reporting of pupils' progress.</li> <li>What constitutes quality and high standards in learning within teaching and how to sustain this.</li> <li>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> <li>The positive links necessary within school and with all its stakeholders</li> </ul>	In addition, the Class Teacher might also have knowledge and understanding of: <ul style="list-style-type: none"> <li>Assessment tasks including curriculum tests.</li> <li>The links between schools and other agencies.</li> <li>Partner school and network meetings / activities including cross phase activities that enhance provision.</li> </ul>

<b>Skills</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• lesson observation</li> <li>• interview</li> </ul>	The Class Teacher will be able to: <ul style="list-style-type: none"> <li>• Create a happy, challenging and effective learning environment.</li> <li>• Demonstrate commitment to learning from first hand practical experiences.</li> <li>• Promote the school's aims positively, and use effective strategies to monitor pupil motivation and morale.</li> <li>• Develop good personal relationships within the school team.</li> <li>• Establish and develop close relationships with parents, governors and the community.</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences.</li> </ul>	In addition, the Class Teacher might also be able to: <ul style="list-style-type: none"> <li>• Play a musical instrument</li> <li>• Demonstrate a passion for a particular curriculum area</li> <li>• Demonstrate skills or passion that are transferrable in a primary school setting.</li> </ul>
<b>Personal characteristics</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> </ul>	The Class Teacher should be able to demonstrate the following personal qualities through the application and interview processes: <ul style="list-style-type: none"> <li>• The ability to work within and promote the distinctively Christian ethos of the school.</li> <li>• A commitment to inclusion.</li> <li>• Dedication and determination.</li> <li>• Approachability and empathy.</li> <li>• Organisation and resourcefulness.</li> <li>• Enthusiasm.</li> <li>• A commitment to reflective practice.</li> <li>• Patience: showing warmth, care, sensitivity and interest when dealing with children and carers.</li> <li>• Willingness to be involved in the wider life of the school.</li> <li>• Ability to work flexibly: self-evaluative adapting to changing circumstances and new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• General positive outlook and ability to respond optimistically to the ever-changing educational landscape</li> </ul>