Year 5 Class Teacher

Person specification • Recruitment 2026–27

Selection will be based on evidence from the application, interview, references and, where used, an appropriately designed teaching or professional task. Reasonable adjustments will be made throughout recruitment.

Area	Essential	Desirable
Qualifications and professional learning	Qualified Teacher Status (QTS); commitment to ongoing professional development and reflective practice.	Recent KS2-specific CPD in English, mathematics, SEND or curriculum development.
Key Stage 2 teaching and curriculum	Secure knowledge of the National Curriculum for Key Stage 2; ability to plan and deliver ambitious, coherent and well-sequenced lessons with high expectations for all pupils.	Successful experience teaching in upper Key Stage 2, particularly Year 5 or Year 6.
Reading, writing and mathematics	Strong understanding of effective reading, writing and mathematics teaching; explicit instruction, modelling, questioning, scaffolding and opportunities for sustained independent work.	Experience of Read Write Inc., evidence-informed writing instruction or NCETM mastery approaches.
Assessment and progress	Ability to use formative and summative assessment to identify misconceptions, adapt teaching, evaluate progress and maintain accurate records.	Experience of KS2 writing moderation, pupil progress meetings and transition to Year 6.
SEND, inclusion and equality	High expectations for every pupil; effective adaptive teaching, ordinarily available provision and graduated support; ability to promote regulation, independence and belonging.	Experience working alongside an ARP, SENCO, therapists or other professionals; experience supporting autistic pupils.
Classroom practice and relationships	Ability to create a safe, calm, purposeful environment; teach routines explicitly; maintain high standards of behaviour, independence, presentation and quantity of work; build positive relationships.	Evidence of particularly effective upper KS2 classroom practice and improving outcomes.
Leadership of classroom adults	Ability to communicate clear roles and expectations to teaching assistants, deploy support effectively and work collaboratively while promoting pupil independence.	Experience coaching colleagues or sharing effective KS2 practice.
Safeguarding and professional conduct	Clear understanding of safeguarding responsibilities, professional boundaries, confidentiality, equality and prompt reporting; commitment to the Teachers' Standards.	Relevant safeguarding training and experience supporting pupil wellbeing.
Partnerships and communication	Excellent communication with pupils, families and colleagues; ability to build trusting relationships and work constructively with parents and external agencies.	Experience contributing to parent workshops, transition events or community engagement.

Personal qualities and school ethos	Warm, ambitious, organised, reliable, reflective and adaptable; high expectations and commitment to Hatfeild's STRIVE values and Ready, Respectful, Safe.	Ideas for enriching the wider school community and supporting school improvement.

Hatfeild Primary School is committed to safeguarding and promoting the welfare of children and to equality of opportunity. The successful applicant will be subject to the relevant safer-recruitment and pre-employment checks.