

## All Saints CEVA Primary School - Class Teacher Personnel Specification

<b>Education, Qualifications and Special Requirements</b>	<b>Essential</b>	<b>Desirable</b>	<b>How measured</b>
Qualified Teacher Status Police clearance (Enhanced DBS) A commitment to the Christian ethos of the school Computer Skills	✓		Application form Interview Degree/Qualification verification Enhanced Disclosure and Barring Service Check.
Additional qualification/training		✓	
<b>Physical Requirements</b>			
Good general health, history of good attendance record, tidy appearance, able to physically perform the duties outlined in the Job Description	✓		Medical questionnaire, medical examination (if requested) references
<b>Experience</b>			
<ul style="list-style-type: none"> <li>Knowledge and ability to ensure requirements of the National Curriculum are met. Ability to ensure the application of equal opportunities within a school context</li> <li>A clear understanding of Safeguarding requirements.</li> </ul>	✓		Application form Interview Teaching Task References.
<ul style="list-style-type: none"> <li>Teaching experience across the primary range</li> <li>Experience of national tests at either EYFS, KS1 or Year 6</li> <li>A knowledge of Safeguarding requirements</li> <li>Knowledge of Jolly phonics teaching scheme</li> </ul>		✓	
<b>Work based Competencies</b>			
<b>Organisational Skills</b> <ul style="list-style-type: none"> <li>The ability to adopt a systematic approach to work scheduling and planning</li> <li>Manage resources responsibly and effectively.</li> </ul>	✓		Application form, Interview, References
<b>Time Management</b> <ul style="list-style-type: none"> <li>The ability to manage personal and whole school schedules effectively</li> </ul>			

Behavioural Competencies	Essential	Desirable	How measured
<b>Interpersonal and Communication Skills</b> <ul style="list-style-type: none"> <li>• The ability to use clear and accurate written and oral communication</li> <li>• listen, read, interpret and respond appropriately to communications</li> </ul>	✓		Application form interview, Task, References.
<b>Vision</b> <ul style="list-style-type: none"> <li>• The ability to support development of the school ethos including its church school status</li> </ul>	✓		Application form interview, Task, References.
<b>Team Working</b> <ul style="list-style-type: none"> <li>• The ability to attend and participate fully in team and staff meetings</li> <li>• build and maintain effective relationships</li> <li>• adapt personal style to reflect the needs of the situation</li> <li>• work with people at all levels</li> </ul>	✓		Application form interview, Task, References.
<b>Creativity</b> <ul style="list-style-type: none"> <li>• The ability to generate new ideas</li> <li>• present information aesthetically and creatively</li> <li>• create a learning environment in which children are stimulated and challenged</li> <li>• Encourage children to try out new ideas and be creative in a safe environment.</li> <li>• ensure children actively participate in all aspects of school life</li> </ul>	✓		Application form interview, Task, References.
<b>Commitment to Achievement</b> <ul style="list-style-type: none"> <li>• The ability to deliver high quality teaching which leads to good pupil progress</li> <li>• Provide regular high quality feedback to pupils which has a positive impact on future outcomes.</li> <li>• The ability to demonstrate commitment to the school and pupils at all times through setting high expectations of self and pupils, to ensure levels of attainment are raised</li> <li>• Demonstrate commitment to self-development by pro-actively analysing own training and development needs.</li> </ul>	✓		Application form interview, Task, References.
<b>Attitude</b> <ul style="list-style-type: none"> <li>• The ability to display a positive demeanour at all times, particularly when in contact with pupils</li> <li>• The ability to convey and support the Christian Values underpinning our Church school status.</li> </ul>	✓		Application form interview, Task, References.