



Classroom Teacher – Person Specification

Essential criteria

Qualifications and professional status

- Qualified Teacher Status (QTS).
- Degree or equivalent qualification.
- Eligibility to work in the UK and to obtain an enhanced DBS certificate.

Teaching and learning

- Secure understanding of the Teachers' Standards.
- Ability to plan and deliver well-structured lessons that secure progress for all pupils through adaptive teaching.
- Secure subject and curriculum knowledge appropriate to the phase.
- Effective use of formative and summative assessment to inform planning.
- Ability to create a positive, purposeful and inclusive learning environment.

Behaviour and relationships

- Ability to establish and maintain high standards of behaviour and positive relationships.
- Consistent approach to behaviour management in line with school policy.
- Commitment to restorative and relational approaches where appropriate.

Inclusion and SEND

- Commitment to inclusive practice and high expectations for all pupils.
- Experience of meeting the needs of pupils with SEND, EAL, SEMH or additional needs.
- Willingness to work closely with the SENDCo, pastoral staff and external agencies.

Safeguarding and welfare

- Clear understanding of safeguarding and child protection responsibilities.
- Commitment to promoting the welfare, safety and wellbeing of children.
- Professional awareness of boundaries and child-centred practice.

Digital competence

- Confident use of digital technologies to support teaching, assessment and communication.
- Awareness of online safety, data protection and professional digital conduct.
- Willingness to engage appropriately with emerging technologies, including AI-supported tools.

Professional behaviours

- Commitment to ongoing professional development and reflective practice.
- Ability to work effectively as part of a team and contribute positively to school life.
- Reliable, organised and able to manage workload effectively.
- High standards of integrity, professionalism and confidentiality.

Desirable criteria

- Experience teaching in a Catholic school or supporting a Catholic ethos.
- Experience working with pupils who have Education, Health and Care Plans (EHCPs).
- Experience of contributing to curriculum development or enrichment activities.
- Engagement in coaching, mentoring or professional learning networks.

Values and ethos

- Willingness to support and contribute to the Catholic life of the school in an inclusive and respectful manner.
- Commitment to equality, dignity and respect for all members of the school community.

Professional presentation

The ability to present oneself in a professional and appropriate manner suitable for working with children and representing the school.