

# PERSON SPECIFICATION



Post: Class teacher fixed term ending August 2027

	Essential	Desirable	Possible Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Copies of certificates</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience within Key stage 1 and Key stage 2</li> <li>Evidence of being able to teach progressive and knowledge focused lessons</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching Key stage 1 and Key stage 2</li> <li>Evidence of understanding, or some experience, in teaching a progression of lessons which develop pupils knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>Portfolio</li> <li>Interview</li> </ul>
<b>Professional Knowledge, Understanding &amp; Skills</b>	<ul style="list-style-type: none"> <li>Understanding of effective teaching &amp; learning strategies for engaging all learners in a creative, balanced curriculum</li> <li>High expectations which challenge &amp; support all pupils, in order that all have the opportunity to make expected or accelerated progress</li> <li>Have high expectations of pupils' learning behaviour and conduct</li> <li>Understanding of the importance of safeguarding pupils and own professional conduct</li> <li>Effective monitoring, assessment, recording &amp; reporting of pupils'</li> <li>Confident in using IT effectively to enhance teaching and learning</li> <li>Has a clear understanding of what is effective learning and how this impacts children's progress</li> <li>Understanding of 'Keeping Children Safe in Education' as the role will be classed as regulated activity</li> </ul>	<ul style="list-style-type: none"> <li>Sound basic knowledge of the SEND Code of Practice and strategies for identifying SEND or very able pupils</li> <li>Understanding of how learning environments, and the culture of the classroom, support high standards</li> <li>How formative and summative assessment supports learning and next steps</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>Portfolio</li> <li>Interview</li> </ul>
<b>People Management Skills</b>	<ul style="list-style-type: none"> <li>Communicate effectively with pupils, parents, governors &amp; colleagues</li> <li>Flexible, solution focused team player but can lead when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Experience of co-ordinating/managing the work of other staff; such as Teaching Assistants</li> <li>Evidence of working within a team environment</li> <li>Evidence of using initiative to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>Portfolio</li> <li>Interview</li> </ul>
<b>Other Personal Qualities</b>	<ul style="list-style-type: none"> <li>Passionate about teaching &amp; learning and willing to take creative risks with evidenced impact</li> <li>Self-evaluative, positive &amp; adaptable to changing circumstances &amp; new ideas</li> <li>Possess professional confidence and are able to work independently</li> <li>Possess good organisational skills</li> <li>Willingness to contribute to whole School initiatives, and support School improvement programmes</li> </ul>	<ul style="list-style-type: none"> <li>Ambition</li> <li>Ability to motivate others</li> <li>Willingness to learn from others and committed to own professional development</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Letter of application</li> <li>Portfolio</li> <li>Interview</li> </ul>
<p><b>Above all, you need to like children, want the very best for them and be prepared to put their needs first. You recognise the importance of educating the whole child, including all learners and achieving high standards, within a creative, broad and innovative curriculum and have a clear understanding of Safeguarding.</b></p>			