



Ursula Taylor Church of England School

Person Specification Class Teacher

NB This post is suitable for an ECT.

Attributes	Essential Criteria	Desirable Criteria
Qualifications / Training		
Education	Qualified Teacher Status A Degree or Equivalent	
Professional Development	Evidence of participation in INSET and Continuing Professional Development	
Experience		
Teaching	Classroom experience in a Primary / Lower School Evidence of delivering English and Maths curriculums	
Management Responsibility	Ability to lead a curriculum subject (not ECTs)	
Resources	Experience of managing resources and effective support staff deployment	
National Framework	Knowledge of the changing face of Education and the implications of these. Awareness of Ofsted requirements.	
Teaching and Learning	Practical understanding of effective teaching and learning strategies. Evidence of recent high quality teaching and clear understanding of learning behaviours and pupil progression. Experience of using marking and feedback to ensure rapid progress. Ability to create a stimulating and exciting learning environment. Ability to meet the individual needs of all children including SEND, vulnerable children and the more able.	Experience of mentoring and coaching colleagues and / or trainee teachers. (not ECTs) Ability to analyse data and contribute effectively to Key Stage progress meetings.
Standards	Awareness of strategies to raise pupil achievement, ensure progress, manage behaviour and meet the requirements of all policies.	Involvement in school improvement work. Understanding of how to set targets.
Curriculum	Demonstrate an awareness of the National Curriculum, including tracking	Knowledge and Understanding of the EYFS and KS1 curriculum.

	pupil progress and administering statutory assessments. (where relevant)	Have a secure understanding of Key Stage 2 Age Related Expectations.
Parents and Community	Experience of working with parents / carers to support their children's learning. Experience of working with parents to support a child's individual needs. For example: SEND review meetings, parent consultations and reporting to parents.	Understanding of the role which can be played in the community in raising standards.
Skills		
Management	Able to deploy support staff in the classroom, including mentoring less experienced staff where appropriate.	Ability to implement changes and monitor impact.
Relationships	Able to establish and develop positive working relationships with all members of the school community	Commitment to the schools wider community.
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally to a range of audiences including parents / carers. A positive and energetic approach to work. Flexible and approachable. Resilient under pressure. Competent in the use of IT for both teaching and management purposes.	
Attitudes		
Education Philosophy	A commitment to inclusive education and willingness to respond to the needs of individual learners. An understanding of the way schools can promote values and a moral code. A commitment to improving children's well-being and providing the highest possible educational experiences. Understanding of the need to promote positive role models.	
Staff Development	Evidence of commitment to their own personal professional development.	
Equal Opportunities	Commitment to Equality of opportunity for all. Commitment to Inclusion and ensuring access for all.	