



## Class Teacher Full Time – September 2026

Hampsthwaite C of E Primary School

### Qualifications and Training

Criteria	Essential	Desirable
<b>Qualifications</b>	Undergraduate Degree Qualified Teacher Status (QTS)	Relevant postgraduate qualification
<b>Professional Development</b>	Evidence of commitment to ongoing professional development	Experience of working with other schools or within a MAT

### Experience

Criteria	Essential	Desirable
<b>Teaching Experience</b>	Experience of teaching in a primary setting	Experience of teaching in Key Stage 1
<b>Quality of Teaching</b>	Evidence of consistently good or better teaching practice	Experience of teaching across more than one key stage
<b>Early Reading &amp; Phonics</b>	Experience of teaching or supporting early reading and phonics	Experience of delivering a systematic synthetic phonics programme (e.g. Monster Phonics)
<b>Curriculum &amp; Assessment</b>	Experience of planning, delivering and assessing a broad and balanced curriculum	Understanding of KS1 assessment, including the Phonics Screening Check
<b>Inclusion</b>	Experience of supporting the progress and attainment of all pupils, including those with SEND, disadvantaged pupils and higher attainers	Experience of adapting provision for a range of needs
<b>Mixed-Age Teaching</b>	—	Experience of teaching or planning for mixed-age classes
<b>Collaboration</b>	Experience of working effectively with teaching assistants	Experience of collaborative teaching approaches



### Skills and Professional Attributes

Criteria	Essential	Desirable
<b>Teaching &amp; Learning</b>	Ability to deliver high-quality teaching and learning that secures strong progress for all pupils	Ability to lead an area of curriculum development
<b>Assessment &amp; Outcomes</b>	Ability to use assessment effectively to inform teaching and improve outcomes	Experience of using data to inform class or group priorities
<b>Behaviour &amp; Inclusion</b>	High expectations for behaviour and a commitment to inclusive practice	Experience of supporting SEND and SEMH needs
<b>Team Working</b>	Ability to work collaboratively and contribute positively to a team	Experience of contributing to wider school development Experience of working within a collaboration or MAT
<b>Communication</b>	Ability to build positive relationships with pupils, staff, parents and the wider community	Experience of working in partnership with external agencies
<b>Organisation &amp; Consistency</b>	Ability to establish clear routines and maintain consistent classroom practice	—

### Knowledge and Understanding

Criteria	Essential	Desirable
<b>Curriculum</b>	Secure knowledge of the primary curriculum, particularly Key Stage 1 and early learning	Strong subject knowledge in a specialist area
<b>Early Reading</b>	Strong understanding of early reading development and phonics teaching	Knowledge of the Phonics Screening Check expectations and outcomes
<b>Mathematics</b>	Understanding of how to teach the foundations of mathematics, including number sense, fluency and early reasoning	—
<b>Safeguarding</b>	Clear understanding of safeguarding responsibilities and child protection procedures	Recent safeguarding training / familiarity with systems such as CPOMS
<b>SEND</b>	Understanding of inclusive practice and strategies to support pupils with SEND	Experience of implementing targeted interventions
<b>School Context</b>	Understanding of the importance of wellbeing, relationships and a positive learning environment	Understanding of working within a Church of England school or similar ethos



### Personal Qualities and Values

Criteria	Essential	Desirable
<b>Ethos &amp; Values</b>	Commitment to the caring and inclusive Christian ethos of the school and to ensuring all pupils are supported to enjoy, achieve and flourish	Experience of working in a faith school setting
<b>Professionalism</b>	Reflective, resilient and committed to achieving the best outcomes for pupils	Evidence of leading initiatives or improvement work
<b>Relationships</b>	Warm, approachable and able to build strong relationships with children, staff, parents/carers, governors and the wider community	—
<b>Commitment</b>	Willingness to contribute to the wider life of the school and Trust	—

### Other Requirements

- Commitment to safeguarding and promoting the welfare of children (enhanced DBS required)
- Commitment to maintaining high standards of professionalism, attendance and punctuality