

Person Specification

Please refer to and evidence the following aspects within the written statement section of your application. Candidates will be selected for interview based on the evidence provided linked to this person specification and to the job description.

| Attributes | Essential | Desirable but not essential |
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| <p>Education and Training</p> | <ul style="list-style-type: none"> • Qualified Teacher Status. | <ul style="list-style-type: none"> • Other relevant training and development. • Vision and goals for future personal development and career path. |
| <p>Knowledge and understanding</p> | <ul style="list-style-type: none"> • Proven experience of successful practice. • Up to date knowledge of the Primary Curriculum. • Experience of planning, delivering and assessing the curriculum. • Knowledge and understanding of assessment and tracking. • Knowledge of how children learn and the ability to draw from a range of appropriate teaching strategies. • Understanding of how to differentiate provision to cater for the individual needs of all children including those with special educational needs and those eligible for the Pupil Premium Grant. • Understanding of how to differentiate provision to cater for more able pupils. • Understanding of and ability to extend pupil's thinking by using deeper questioning. • Able to use a range of positive strategies to set and maintain high expectations for behaviour and learning. • Experience of organising a high quality, stimulating learning environment. • Experience of working with and directing Teaching Assistants in a positive and effective way. | <ul style="list-style-type: none"> • Experience of delivering 'Read, Write, Inc' phonics sessions. • A subject specific specialism and ability to lead provision for that subject across the whole school. • An understanding of how to develop a growth mind set. |
| <p>Personal Attributes</p> | <ul style="list-style-type: none"> • Happy, energetic and enthusiastic approach towards all aspects of school life. • Inspiration, enthusiasm, drive, energy and a sense of humour! • The ability to develop and maintain very positive supportive relationships with parents, pupils, staff and governors through positive communication. • Ability to demonstrate our whole school Christian values within their work and within interactions with pupils, parents, governors and colleagues. • Relentless pursuit of excellence for personal development and pupil progress. • Positive, reflective and committed approach to school life coupled with a personal high expectation. • Ability to accept and act upon professional feedback and targets. • A team player who would be prepared to drive standards in all subject areas. • An ability to use own initiative, manage time effectively and to cope with the demands of a teaching job. • A personal awareness of strategies to maintain a work life balance and positive mental health. • Smart, efficient role model who consistently leads by example. • Ability to support new initiatives and rise to challenges. • A positive attitude to whole school future development and improvement. | <ul style="list-style-type: none"> • Evidence of how you have supported and developed colleagues with their professional development. |
| <p>Additional Factors</p> | <ul style="list-style-type: none"> • Commitment to the ethos and aims of a Church school and our Christian values. • Commitment to the safeguarding of children through the school safeguarding policies. • Commitment towards the consistent and correct application of all other agreed school policies. • Willingness to contribute to the outstanding extra-curricular offer provided at Deddington. | <ul style="list-style-type: none"> • Interest in organising and leading an extra-curricular activity. • Supporting whole school events such as our annual production and those organised by the PTA. |

Deddington C.E. (Aided) Primary School

Job description

Class teacher

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
 - Be responsible and accountable for achieving the highest possible standards in work and conduct
 - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
 - Act within the statutory frameworks, which set out their professional duties and responsibilities, in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
 - To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
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Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of the pupils you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment

- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions document*

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being, using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

