

## Class Teacher – Person Specification



*Please read carefully and address in written applications*

| Qualifications  | Essential | Desirable |
|---|-----------|-----------|
| <ul style="list-style-type: none"> <li>• Qualified Teacher status</li> </ul>  | ✓         |           |
| <ul style="list-style-type: none"> <li>• Degree or equivalent</li> </ul>  | ✓         |           |
| <ul style="list-style-type: none"> <li>• Commitment to continued professional development</li> </ul>                                      | ✓         |           |
| <ul style="list-style-type: none"> <li>• Evidence of additional further educational or professional training or qualifications</li> </ul> |           | ✓         |
| Experience  | Essential | Desirable |
| <ul style="list-style-type: none"> <li>• Evidence of good/outstanding classroom practice</li> </ul>                                       | ✓         |           |
| <ul style="list-style-type: none"> <li>• Experience of working with and developing links with the community</li> </ul>                    | ✓         |           |
| <ul style="list-style-type: none"> <li>• Teaching in Key Stage Two</li> </ul>   |           | ✓         |
| <ul style="list-style-type: none"> <li>• Teaching in Key Stage One and/or Early Years</li> </ul>  | ✓         |           |
| <ul style="list-style-type: none"> <li>• A commitment to the wider curriculum</li> </ul>  | ✓         |           |
| <ul style="list-style-type: none"> <li>• Experience of subject leadership</li> </ul>  |           | ✓         |
| Knowledge & Understanding   | Essential | Desirable |
| <ul style="list-style-type: none"> <li>• Requirements of the primary curriculum and of how standards can be raised</li> </ul>             | ✓         |           |
| <ul style="list-style-type: none"> <li>• Knowledge of KS1 &amp; 2 assessment and testing arrangements</li> </ul>                          |           | ✓         |
| <ul style="list-style-type: none"> <li>• Up to date knowledge &amp; understanding of the current national education agenda</li> </ul>     |           | ✓         |
| <ul style="list-style-type: none"> <li>• High expectations of pupils in term of educational outcomes and their behaviour</li> </ul>       | ✓         |           |
| <ul style="list-style-type: none"> <li>• Understanding of how children learn and effectively apply their learning</li> </ul>              | ✓         |           |

| Skills   | Essential | Desirable |
|--|-----------|-----------|
| • Be positive & professional at all times  | ✓         |           |
| • Ability to resolve problems and make decisions   | ✓         |           |
| • Think creatively and imaginatively to solve problems and identify opportunities  | ✓         |           |
| • Effectively communicate orally and in writing to a range of audiences  | ✓         |           |
| • Willing to give honest views on school improvements and policies within the correct forum                              | ✓         |           |
| • Deal with children with warmth, care and understanding and yet set clear and appropriate boundaries for behaviour      | ✓         |           |
| Personal Qualities   | Essential | Desirable |
| • Can plan, organise and prioritise workload   | ✓         |           |
| • Is highly motivated and committed  | ✓         |           |
| • Can use own initiative, set realistic goals, work towards them and monitor progress                                    | ✓         |           |
| • Has the desire to continue learning for themselves   | ✓         |           |
| • Has excellent interpersonal skills   | ✓         |           |
| • Is creative and resourceful  | ✓         |           |
| • Has a willingness to participate in the wider life of the school   | ✓         |           |
| • Has energy, enthusiasm, adaptability and a sense of humour.  | ✓         |           |
| Commitments  | Essential | Desirable |
| • Understand the importance of Equal Opportunities as a pivotal policy within the school and be able to demonstrate this | ✓         |           |
| • Understand the importance of promoting and safeguarding the welfare of pupils  | ✓         |           |
| • Implementing the aims and values of the school   | ✓         |           |
| • Has a view of education that has its focus on raising achievement within a caring, nurturing environment               | ✓         |           |
| • Promoting and managing as appropriate, those policies and initiatives that are part of the school improvement plan     | ✓         |           |
| • Be supportive of the Christian ethos of the school.  | ✓         |           |