HOLY GHOST CATHOLIC PRIMARY SCHOOL

|  |
| --- |
| **Person Specification** |
| Job Title: Class Teacher |

|  |
| --- |
| **Outline of Key Responsibilities** |
| You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find on the last page of the application form. Please see the candidate guidance notes for further details. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the criteria outlined on this Person Specification during the selection process, with the exception of their qualifications. These will be evidenced from the application form and your production of any original relevant certificates at interview. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications** | | | Essential/  Desirable |
| 1. | Qualified teacher status | |  |
| 2. | Catholic Teachers’ Certificate | | D |
| **Knowledge & Understanding**  **Able to evidence how they have applied knowledge of recent and relevant legislation and the impact that had:** | | | |
| 3. | | Relevant legislation and guidance in relation to working with, safeguarding and the protection of children and young people |  |
| 4. | | Possess good understanding of: | |
| 1. The requirements of good education for Early Years, KS1 & KS2 |  |
| 1. The curriculum 4 – 11 so that phase-specific work is developed in the context of the whole school continuum |  |
| 1. Effective planning for learning – long, medium and short term. |  |
| 1. Pupil target-setting and monitoring |  |
| 1. The nature and scope of equal opportunities |  |
| 1. ICT and its applications in the classroom. |  |
| **Skills** | | | |
| 5. | | Has acquired good understanding of and competence in assessing and planning for pupils’ learning styles to create highly effective learners. |  |
| 7. | | Demonstrates a good range of teaching strategies, matching these to pupils’ differing needs. |  |
| 8. | | Excellent interpersonal skills and the ability to relate to people with understanding, humour and tact; set high standards personally; to communicate clearly and maintain good order for pupils; and understand the point of view and opinions of others including pupils |  |
| 9. | | The ability to influence, acknowledge differences and resolve conflict; and to liaise effectively with relevant staff to benefit pupils |  |
| 10. | | Highly professional standards in relationships with pupils, parents, and with all staff, and in personal presentation |  |
| 11. | | Is able to show effective management of the learning environment and ethos. |  |
| 12. | | Possess effective pupil management skills and time management skills |  |
| 13 | | Has highly effective: | |
| 1. Classroom management skills |  |
| 1. Pupil management skills |  |
| 1. Time management skills |  |
| 1. People management skills |  |
| 1. Monitoring and evaluation skills |  |
| 14. | | Create good partnership with pupils and with the teaching team |  |
| **Experience** | | |  |
| 15. | | Teaching experience in either Key Stage 1 or Key Stage 2 age range, teaching more than one age-range. |  |
| 16. | | Has proven relevant experience of managing children in the 4 – 11 age range |  |
| **Personal Attributes** | | |  |
| 17. | | Be committed to and be able to actively demonstrate safeguarding and promoting the welfare of children including Safeguarding and Child Protection requirements. Have a good understanding of the nature and scope of equal opportunities. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times |  |
| 18. | | Appreciate and implement the school’s Vision and Mission statement |  |
| 19. | | Can communicate well |  |
| 20. | | Able to create good partnership with parents |  |
| 21. | | Maintain an overview and be objective |  |
| 22. | | Enjoy working as part of a team |  |
| 23. | | Commit to continuing professional development |  |
| 24. | | Retain a sense of humour and remain equable |  |
| 25 | | Sympathy to Catholic ethos |  |
| 26. | | Successful Enhanced DBS status |  |