

**Person Specification**

**Post Title:** Class Teacher (EYFS, KS1 or KS2)

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level | ✓ |  |
| Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS | ✓ |  |
| **Experience** |  |  |
| Taught in a range of year groups |  | ✓ |
| Will have had experience of teaching in a multicultural inner city environment |  | ✓ |
| Experience of leading a team |  | ✓ |
| **Professional Knowledge and Understanding** |  |  |
| Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching | ✓ |  |
| A sound knowledge and understanding of the National Curriculum | ✓ |  |
| An excellent understanding of curriculum and pedagogical issues relating to learning and teaching. | ✓ |  |
| Understanding of current good practice in learning and development | ✓ |  |
| Understanding of the interrelated developmental, learning and cultural needs of young children and the implications for good practice in care and education | ✓ |  |
| Good understanding of Statutory and Non Statutory testing across the primary phase |  | ✓ |
| Understanding of and commitment to the school policies, in particular:   * Safeguarding / Keeping children safe in education * Participation and implementation of the School Behaviour Policy * Awareness of Health and Safety implementation in the work place * Implementation of the school Equal Opportunities Policy | ✓ |  |
| Must understand the contribution of EMAG work in a primary school and what constitutes good practice and support for bilingual learners |  | ✓ |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN | ✓ |  |
| Knowledge & understanding of how to challenge high ability learners within the classroom setting | ✓ |  |

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| **Professional Skills and Abilities** |  |  |
| A good classroom practitioner willing and able to teach any class in the Primary phase as deemed necessary | ✓ |  |
| A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching | ✓ |  |
| Able to observe and interpret children’s behaviour, identify learning needs and employ a range of teaching styles to ensure progress | ✓ |  |
| Able to plan, organise and resource a stimulating learning environment for individual children and groups of children and deliver, evaluate and assess learning | ✓ |  |
| Must be able to keep records of pupil progress in line with school policy | ✓ |  |
| Must be able to use assessments of pupils learning to inform future planning | ✓ |  |
| Ability to plan and work collaboratively with colleagues | ✓ |  |
| **Personal Qualities** |  |  |
| Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children | ✓ |  |
| A teacher with a flexible approach to work who enjoys being a good team member | ✓ |  |
| Must have good communication skills both orally and in writing | ✓ |  |
| Must be able to manage own work load effectively and respond swiftly to tight dead lines | ✓ |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ |  |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | ✓ |  |
| Willingness to, and ability to, contribute to whole school INSET | ✓ |  |
| Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others | ✓ |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy | ✓ |  |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓ |  |
| An understanding of the Teaching Standards and what is required in order to fulfil them. | ✓ |  |