



## Person Specification

## Post Title: Classroom Teacher

Category	Essential	Desirable	Evidence (Interview & Application)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>To have completed a recognised initial teacher training course leading to Qualified Teacher Status;</li> <li>To have trained for the appropriate age group;</li> <li>A degree or equivalent qualification;</li> <li>Evidence of in-service professional development.</li> </ul>	✓  ✓ ✓	   ✓	Application  Application Application Application
<b>Professional Values, Practice &amp; Experience</b> <ul style="list-style-type: none"> <li>Effective communication skills to develop the partnership with pupils, parents/carers and colleagues;</li> <li>Awareness of the school environment, including links with the local community;</li> <li>Awareness of the professional values and behaviour expected of teachers;</li> <li>Commitment to professional development using targets agreed during induction;</li> <li>Have a commitment to robust Child Protection Procedures.</li> </ul>	✓  ✓ ✓ ✓	  ✓  	A & I A & I A & I A & I A & I
<b>Knowledge and Understanding</b> <ul style="list-style-type: none"> <li>A thorough knowledge and understanding of the revised National Curriculum;</li> <li>Experience of using ICT effectively both in curriculum planning and teaching;</li> <li>Understanding of your responsibilities under the SEND Code of Practice &amp; Child Protection Procedures;</li> <li>Knowledge of and ability to develop a purposeful learning environment;</li> <li>Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning;</li> <li>Commitment to equal opportunities and inclusion;</li> <li>An excellent knowledge of the Key Stage 1 curriculum;</li> <li>A proven track record of improving attainment of children in Key Stage 1 including phonics.</li> </ul>	✓  ✓ ✓ ✓ ✓ ✓	  ✓  	A & I A & I Application  A & I Application  A & I A & I A & I



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<b>Planning, Expectations and Targets</b> <ul style="list-style-type: none"> <li>Knowledge of and ability to apply a framework of curriculum planning which: <ul style="list-style-type: none"> <li>Includes long and short term plans;</li> <li>Requires learning objectives and success criteria to be identified for classes, groups and individuals;</li> <li>Enables monitoring, assessment and recording of pupils' progress.</li> </ul> </li> <li>Understands the role of Target Setting in improving rates of progress and raising attainment.</li> </ul>	✓          ✓		Interview          Interview
<b>Teaching and Class Management</b> <ul style="list-style-type: none"> <li>Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils;</li> <li>Experience of enabling pupils with different learning needs and of varying abilities to maximise their learning through provision of differentiated activities;</li> <li>A thorough knowledge of a range of behaviour management strategies and how to implement them effectively in line with agreed school behaviour policy.</li> </ul>	✓          ✓		Interview          Interview
<b>Work-related Personal Requirements</b> <ul style="list-style-type: none"> <li>Suitability to work with children;</li> <li>A strong work ethic and a commitment to high standards;</li> <li>A willingness to go that extra mile for our children and families;</li> <li>An ability to support less experienced members of staff.</li> </ul>	✓ ✓ ✓ ✓		Application Application Application Application
<b>School Specific</b> <ul style="list-style-type: none"> <li>A thorough understanding of the core subjects (maths, composition and phonics) and the delivery of these to ensure maximum pupil attainment and progression.</li> </ul>	✓		Interview