

## PERSON SPECIFICATION

Post Title: Class Teacher

Salary Scale: Main pay scale 1 – 6

Evidence Codes

**AF** – Application Form

**JRT** – Job Related Task

**D** - Documentation

**M** - Medical

**I** - Interview

| Job Criteria                |  |                    |  |                    |
|-----------------------------|--|--------------------|--|--------------------|
|                             | Essential  | Source of Evidence | Desirable  | Source of Evidence |
| <b>Experience</b>           | <b>Be able to demonstrate experience in the following:</b>           |                    |  |                    |
|                             | Evidence of successful teaching experience within EYFS, KS1 or KS2   | AF/I               | Evidence of in-service Professional Development.                               | AF/I               |
|                             |  |                    | Evidence of successful teaching experience in more than one school / age range | AF/I               |
| <b>Qualifications</b>       | A teaching degree or equivalent qualification.                       | AF/D               |  |                    |
|                             | Qualified teacher status (QTS).                                      | AF/D               |  |                    |
| <b>Skills and Knowledge</b> | <b>Be able to demonstrate skills and knowledge in the following:</b> |                    |  |                    |

|                           |   |          |  |      |
|---------------------------|---|----------|--|------|
|                           | Up-to-date, comprehensive knowledge of the latest curriculum developments, The National Curriculum and age related expectations.              | AF/I     | Experience of teaching children with English as an additional language                             | AF/I |
|                           | Ability to plan learning in a creative cross-curricular way   | AF/I/JRT | The ability to lead a curriculum area across the whole school (as appropriate to stage in career). | AF/I |
|                           | Demonstrate good classroom practice   | AF/I/JRT |  |      |
|                           | A thorough up-to-date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively. | AF/I     |  |      |
|                           | Ability to use ICT effectively to promote children's learning   | AF/I/JRT |  |      |
|                           | Thorough knowledge of school planning, evaluation and assessment  | AF/I/JRT |  |      |
|                           | Experience of children with special/additional needs at both ends of the spectrum   | AF/I     |  |      |
|                           | Evidence of a good understanding of and commitment to safeguarding, child protection and health and safety procedures                         | AF/I     |  |      |
| <b>Personal qualities</b> | Good planning and organisational skills.  | AF/I     |  |      |
|                           | Ability to prioritise and manage time effectively.  | AF/I     |  |      |
|                           | Energy, drive and a commitment to the profession.   | AF/I     |  |      |

|                          |   |      |  |      |
|--------------------------|---|------|--|------|
|                          | Ability to innovate and contribute to the life of the school  | AF/I | Wider interests outside school that can be used to enhance school life | AF/I |
|                          | Positive, proactive, tidy and well organised  | AF/I |  |      |
|                          | Ability to reflect upon and engage in professional development in order to improve your knowledge, skills and understanding of primary practice | AF/I |  |      |
|                          | Good written and verbal communication skills  | AF/I |  |      |
|                          | Well-developed team working skills  | AF/I |  |      |
|                          | Can handle and resolve conflict through sensitive but firm negotiation  | AF/I |  |      |
| <b>Job Circumstances</b> | Medical clearance subject to reasonable adjustments under the Equality Act 2010 (where appropriate)   | M    |  |      |
|                          | Enhanced Disclosure and Barring Service (DBS) clearance   | D    |  |      |
|                          | Demonstrable evidence of continuous professional development and competence   | D    |  |      |
| <b>Equalities</b>        | Understanding of and commitment to Inclusion and Equality in respect of pupils, governors, staff and the wider community.                       | I    |  |      |