



## Class teacher

# Person Specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Knowledge of current educational practice and issues.</li> <li>• Evidence of continuing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Good honours degree.</li> <li>• Take responsibility for their own professional development.</li> </ul>
Skills	
Essential	Desirable
<ul style="list-style-type: none"> <li>• High level of written, oral and communication skills.</li> <li>• Ability to communicate effectively orally and in writing to a range of audiences.</li> <li>• High level of organisational and planning skills.</li> <li>• An excellent classroom practitioner.</li> <li>• Work effectively as part of a team, relating well to colleagues, pupils and parents.</li> <li>• Ability to demonstrate a commitment to equality or opportunity for all pupils.</li> <li>• Ability to investigate, solve problems and make decisions.</li> <li>• Management of people and resources.</li> <li>• Able to use own initiative and motivate others.</li> <li>• Ability to demonstrate high level ICT skills in personal and educational situations.</li> <li>• Ability to relate to and empathise with pupils and to develop trusting and respectful</li> </ul>	<ul style="list-style-type: none"> <li>• Able to offer expertise in a specific subject or area.</li> <li>• Ability to teach across primary age range.</li> <li>• Commitment to an involvement in extracurricular activities.</li> <li>• Evidence of sharing in and contributing to the corporate life of the school.</li> <li>• Good and appropriate sense of humour.</li> </ul>



<p>relationships with them.</p> <ul style="list-style-type: none"> <li>• Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure.</li> </ul>	
Knowledge and understanding	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Knowledge of the provisions of the national curriculum.</li> <li>• Knowledge of primary curriculum.</li> <li>• Effective use of ICT to support learning.</li> <li>• Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of all phases of primary education.</li> <li>• Knowledge of the implications of the Code of Practice for Special Educational Needs for teaching and learning.</li> </ul>
Leadership	
Essential	Desirable
<ul style="list-style-type: none"> <li>• As the lead professional in the classroom, show an ability to advise and support other staff.</li> <li>• Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate.</li> <li>• Plan, allocate, support and evaluate work undertaken by other staff in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead professional development through example and support.</li> </ul>
Disposition and attitude	
Essential	Desirable



<ul style="list-style-type: none"><li>• Positive and optimistic attitude towards School Improvement and Inclusion.</li><li>• Open-minded and receptive to new ideas, approaches and challenges.</li><li>• Places high priority on effective team working and works easily and comfortably in a team environment.</li></ul>	<ul style="list-style-type: none"><li>• Commitment to an involvement in extracurricular activities.</li><li>• Evidence of sharing in and contributing to the corporate life of the school.</li></ul>
<b>Other conditions</b>	
<b>Essential</b>	
<ul style="list-style-type: none"><li>• Appointment is subject to enhanced DBS check with barred lists certificate.</li></ul>	