



Class Teacher

Person Specification

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher status • Evidence of involvement in INSET as a participant and as a provider (Continuing Professional Development.) | <ul style="list-style-type: none"> • Evidence of further study/training – educational area of interest • Already hold or show interest in Middle Leader Qualifications e.g., NPQML, Masters |
| Experience | <ul style="list-style-type: none"> • Experience of teaching in KS1 / KS2. • Driving improvements in teaching and learning to raise standards and progress • Leading on an area of curriculum development and able to demonstrate impact; • Involvement in whole school development and improvement planning • Involvement in extra-curricular activities | <ul style="list-style-type: none"> • Working as a consistently good/outstanding teacher in a variety of year groups • Working within more than one school setting; ideally across more than one Key Stage • Coaching of staff/mentoring of students • Desire to be involved in Teaching school as a facilitator or to deliver model lessons • Organisation of whole school events • Interest in evidence-based practice / research |

Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than two A4 pages. CVs will not be considered.

Confidential References and Reports

Strong recommendation from all referees, including current employer (Head Teacher).

At least satisfactory health and attendance record.

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| <p>Knowledge and understanding</p> | <ul style="list-style-type: none"> • Understanding of the whole curriculum (NC 2014) for the primary age range, including Early Years, and new Ofsted framework • Commitment to provision of an enriched curriculum, continuous provision and quality extended services • Effective AfL practice promoting pupil independence • The insistence upon outstanding behaviour for learning and development of good character • Knowledge of, and commitment to inclusive practice and equal opportunities, including provision for children with special educational needs and disability the more able child • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection and safeguarding of, children and young people • The importance of parental engagement and partnerships within the wider community • Understanding the value of peer coaching | <p>Desirable: Understanding of Growth Mindset Evidence-based practice</p> |
| <p>Skills</p> | <ul style="list-style-type: none"> • Demonstrate commitment, sound judgement, initiative to raise standards. • Be an effective role model • Work well as part of a team • Display good organisational and time management skills • Demonstrate effective assessment for learning skills • Analyse, understand and interpret year group data • Communicate effectively and sensitively with a wide variety of children, parents, the local community, governors, staff, LA representatives and other agencies • Support the work of colleagues and promote staff development • Use ICT to enhance learning with confidence and enthusiasm • Able to lead and sustain change for the good of the school | <ul style="list-style-type: none"> • Presentation skills; able to facilitate learning with adults • Moderation of work • Experience of managing a teaching assistant • Effective use of visualisers to promote self and peer assessment |

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| Personal characteristics | <ul style="list-style-type: none">• Passionate about teaching and learning• Shared values of our school• Strong moral purpose and integrity• High levels of emotional intelligence• Trustworthy and approachable• Resilient• High aspirations for self, pupils, colleagues and school• Able to cope with change and a drive for continuous improvement | |
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