

**Class Teacher – Person Specification**

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| **Areas** | **Essential Attributes** | **How identified** |
| **Qualifications and General Experience** | * Qualified to degree level * Qualified Teacher Status * A commitment to professional development * Successful DBS and safeguarding clearance in line with KCSiE 2024 safer recruitment requirements (see recruitment procedures and pre-employment checks information) * Teaching experience of 4 – 11 primary schools | Application form  References  DBS/safer recruitment procedures |
| **Professional knowledge and experience including safeguarding** | * A track record of excellent classroom practice and of curriculum development with respect to methodology as well as content * Understanding of the role of a class teacher * Understanding of legislation and its impact on schools and their wider communities e.g. Prevent Duty, Keeping Children Safe in Education etc. * Knowledge and understanding of National Curriculum across KS1 and KS2 * Experience and knowledge of pupil progress * Understanding of child protection and safeguarding statutory guidance and roles and responsibilities of class teacher in relation to safeguarding, including Prevent | Interview  Application form  Observation |
| **Professional Skills** | * Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all * Committed to meeting the needs of children whatever their ability or background * A belief that primary education should be a lively, stimulating, enjoyable experience which achieves high standards * Ability to communicate and promote the aims and objectives of the school * Ability to communicate effectively and to a high standard of English (orally and in writing) * Committed to working with parents, colleagues and other agencies in a positive and constructive manner * Ability to support, motivate and stimulate all pupils enjoy learning, including those with additional SEND and/other barriers to learning * Committed to establishing an inclusive classroom and inclusive quality first teaching * Ability to effectively use Information Technology for assessment and analysis purposes * Make appropriate judgements over issues of confidentiality and safeguarding * A commitment to continuing professional development and evidence of recent relevant training * A good understanding of a range of behaviour management strategies and an ability to positively apply these at all times in line with the school’s Positive Behaviour Policy * A commitment to effective assessment * Work effectively with teaching assistants and INCO to ensure effective support for all children * Strong belief in delivering the full curriculum to develop the whole child | Application form  Letter, interview, references  Observation |
| **Professional Philosophy and Commitment** | * Ability to reflect to develop one’s own practice * High expectations of children’s attainment and behaviour * Willingness to collaborate with peers, share expertise and learn from other colleagues * Respect for and understanding of culture and religion of others * A genuine commitment to the principles of inclusion and the success of every child * Willing to involve yourself in the life of the school * An understanding of the way school can promote values and moral code * Knowledge of new initiatives in education * Commitment to raising achievement through partnership with parents, education services and the Diocese * A willingness to develop the church school ethos | Interview  Application form  References  Observation |
| **Personal Qualities** | * Visionary; Creative thinker * Positive and proactive attitude; sense of humour * Cheerful, enthusiastic and energetic * Reliable, approachable and flexible * Sense of justice and fairness; Challenge discrimination and embrace diversity * High standard of personal presentation * Hard-working and a good team player | References  Interview selection process (if shortlisted)  Interview tasks (if shortlisted) |