

**PERSON SPECIFICATION: Class Teacher/Form Tutor**

	<b>Essential</b>	<b>Desirable</b>
	The Class teacher/Form tutor is to have due regard for safeguarding and the promotion of the welfare of children and young people. It is expected that the class teacher/Form tutor will follow the Lonsdale School child protection procedures alongside the school's suite of safeguarding policies	
<b>Qualifications</b>	Qualified teacher status	Evidence of a commitment to further professional development
<b>Experience</b>	The Class teacher/Form tutor should have recent experience of teaching in special, secondary or primary education	In addition, the teacher might have experience of: <ul style="list-style-type: none"> <li>• Teaching across school phases</li> <li>• Responsibility for subject/area leadership</li> </ul>
<b>Knowledge &amp; Understanding</b>	The Class teacher/Form tutor should have knowledge and understanding of: <ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children e.g. classroom organisation and learning strategies</li> <li>• Understanding of the role of a class teacher/Form Tutor</li> <li>• Understanding of strategies to support successful outcomes for all children</li> <li>• Statutory National Curriculum requirement at the appropriate key stage</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress</li> <li>• The use of assessment to support learning and track progress;</li> <li>• The role of other adults in the classroom</li> <li>• Effective teaching and learning styles</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, health and safety and Child Protection</li> <li>• The positive links within school and with all stakeholders</li> </ul>	In addition, the teacher might also have knowledge and understanding of: <ul style="list-style-type: none"> <li>• Phase leadership roles, responsibilities and expectations (including curriculum/area responsibility)</li> <li>• The links between schools and the community</li> <li>• Forest School and outdoor learning activities on and offsite, including residential trips in UK</li> </ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• A track record of excellent classroom practice/teaching practice</li> <li>• Challenge and support colleagues to develop</li> <li>• Promote the school's aims, value and ethos positively, and be committed to and use effective strategies to monitor well-being</li> <li>• Establish and develop close professional relationships with parents, governors and the community</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences</li> </ul>	In addition, the teacher might also have the skill to: <ul style="list-style-type: none"> <li>• Coach learners and colleagues</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a happy, challenging and effective learning environment</li> <li>• Contribute to cross-curricular provision such as after school clubs and Residential Learning Programmes</li> <li>• Able to organise and plan effectively</li> <li>• Reflect analytically on their own and others' practice</li> </ul>	
<p><b>Personal Characteristics,</b> Professional Philosophy and Commitment</p>	<ul style="list-style-type: none"> <li>• Clear philosophy of values driven SEND education and its development</li> <li>• Knowledge of new initiatives in education and experience of having used these in their work with impact</li> <li>• Approachable and positive</li> <li>• Committed and determined</li> <li>• Empathetic</li> <li>• Enthusiastic, with a good sense of humour</li> <li>• Organised, creative and fun-loving</li> <li>• Patient</li> <li>• Reflective &amp; Critical</li> <li>• Ambitious</li> <li>• Prepared to be involved in the whole life of the school</li> </ul>	