



UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Person Specification – Class Teachers

Guidance to complete your application

In your application, please clearly describe how your Knowledge, Skills and Experience meet these requirements, as the Panel will reach a decision on whether or not to short-list you based on the information you provide. Please write using the numbered selection criteria, giving examples of your practice and within two sides of A4. Ensuring the highest standards in safer recruitment, all gaps in employment **MUST** be identified and explained. Applications where gaps in employment are unexplained will not be considered further.

School	The University of Cambridge Primary School
Post	Class Teacher
Grade	Main Scale and Upper Scale

Selection Criteria	Assessment Method
Qualifications	
1. Degree (desirable: hold a higher degree e.g. MA) 2. Qualified Teacher Status 3. Evidence of relevant Continuous Professional Development	Application form Certificates
Professional Qualities	
4. Committed to the development and maintenance of good relationships with children, staff, parents, governors and the community 5. Positive, enthusiastic outlook, embracing opportunities and innovation 6. Able to demonstrate our core values to all people 7. The ability to be decisive, consistent and focused on solutions 8. Commitment and dedication to social justice, equality and excellence 9. Engagement in collaborative partnership working, within and beyond the school 10. Capacity to be flexible, adaptable and creative, embracing of change and ability to evolve with it. 11. Committed to the continuing professional development of self and others within the school 12. Committed to an inclusive school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it	Application form Interview Presentation Task

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references. Candidates will also need to declare that they are not barred from working with children because of the rules related to barring by association.

Experience	
<p>A proven track record of:</p> <p>13. Being an excellent classroom practitioner with recent successful experience in EYFS and KS1 with considerable knowledge of EYFS, KS1 and KS2 principles and practice</p> <p>14. Successful leadership of a subject / curriculum area resulting in the raising of standards (desirable though not necessary)</p> <p>15. Working positively with parents, Governors and the wider school community</p>	<p>Application form Interview Presentation</p>
Professional knowledge and understanding	
<p>16. Knowledge of national education strategy, education research, the wider context for schools and the contribution of education to promoting and sustaining a fair and equitable society</p> <p>17. Understanding of quality in learning and teaching and how to achieve excellence</p> <p>18. An understanding of the different ways in which pupils learn.</p> <p>19. An understanding of a variety of teaching styles</p> <p>20. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care and everyone's responsibility to be vigilant and proactive in ensuring the safeguarding of every child – knowing that safeguarding is everyone's responsibility</p> <p>21. Understanding of values development within the broader curriculum to support the school community, local community and pupils as citizens of the world and of Britain</p> <p>22. Knowledge of best practice and procedures for safeguarding children and young people</p> <p>23. Knowledge of SEND code of practice (2014), principles of Inclusion and proven excellence in inclusive educational practice</p>	<p>Written statement Interview Task</p>
Skills	
<p>24. Able to manage change, show resilience and find challenge as a learning experience</p> <p>25. Able to communicate effectively orally and in writing to a range of audiences, deal sensitively with people and resolve conflicts</p> <p>26. Able to think creatively to anticipate and solve problems</p> <p>27. Able to commit to the school vision and strategy</p> <p>28. Able to support colleagues to drive improvement and challenge underperformance within our framework of support and challenge</p> <p>29. Able to use new and emerging technologies to support improvement</p>	<p>Written statement Interview Task Presentation</p>

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