|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Person Specification - Class Teachers** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| In depth understanding of the UK Primary National Curriculum | D |  |  |  |  |  |  |  |  |  |
| Understanding of and empathy with the schools Christian principles and ethos and strong vision and ethos | E |  |  |  |  |  |  |  |  | E |
| Qualified teacher status | D |  |  |  |  |  |  |  |  | E |
| Recent experience of key stage 1 /2 teaching and learning programme | E |  |  |  |  |  |  |  |  | E |
| Good use of English language for written and oral communication | E |  |  |  |  |  |  |  |  | E |
| Energy, enthusiasm , passion and motivation to see children learn and achieve | E |  |  |  |  |  |  |  |  | E |
| Good interpersonal skills with the ability to lead and develop effective partnerships | E |  |  |  |  |  |  |  |  | E |
| Ability to work collaboratively with a team of professionals and show a willingness to share expertise, knowledge and skills | E |  |  |  |  |  |  |  |  | E |
| Keeps abreast of education developments and legislative changes | E |  |  |  |  |  |  |  |  | E |
| Can manage own workload and that of others to provide an appropriate work/life balance | E |  |  |  |  |  |  |  |  | E |
| Fully embraces and understands the importance of creating a community for learning | E |  |  |  |  |  |  |  |  | E |
| Experience in more than one school | D |  |  |  |  |  |  |  |  | D |
| Experience of involving the wide community in school projects | D |  |  |  |  |  |  |  |  | D |
| Child protection and family support experience | D/T |  |  |  |  |  |  |  |  | D/T |
| Familarility with end of Key Stage National Assessments | D |  |  |  |  |  |  |  |  |  |
| Have a clear understanding of the school vision and ethos which they can fully embrace | E |  |  |  |  |  |  |  |  | E |
| Have a good positive understanding of the role of the of the governors and trustees | E |  |  |  |  |  |  |  |  | E |
| Understanding of equal opportunities issues and a commitment to implementing equal opportunity standards | E |  |  |  |  |  |  |  |  | E |
| Ability to be tactful, discreet and sensitive when dealing with parents and parent issues | E |  |  |  |  |  |  |  |  | E |
| Ability to assimilate information quickly and relate it to other areas of school life, seeing the bigger picture | E |  |  |  |  |  |  |  |  | E |
| Ability to meet deadlines and achieve targets and goals | E |  |  |  |  |  |  |  |  | E |
| Ability to contribute ideas to meetings and action change effectively | E |  |  |  |  |  |  |  |  | E |
| To have a graduate level of education | E |  |  |  |  |  |  |  |  | E |
| A genuine desire to care for people and to meet their needs | E |  |  |  |  |  |  |  |  | E |
| To be able to keep good discipline with children without shouting | E |  |  |  |  |  |  |  |  | E |
| To have a good understanding of hygiene practices | E |  |  |  |  |  |  |  |  | E |
| To pay good attention to H&S and appearance of school | E |  |  |  |  |  |  |  |  | E |
| To be able to inspire children, making lessons imaginative and creative | E |  |  |  |  |  |  |  |  | E |
| To be flexible and open to change and new ways of working | E |  |  |  |  |  |  |  |  | E |
|  |  |  |  |  |  |  |  |  |  |  |
| E= Essential |  |  |  |  |  |  |  |  |  |
| D = Desireable |  |  |  |  |  |  |  |  |  |
| T = Trainable |  |  |  |  |  |  |  |  |  |