**Personal specifications.**

**Class teacher.**

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| POSITION: MPS Teacher/KS2GRADE: M1-M3 SCHOOL: ST PAUL’S C OF E PRIMARY SCHOOL |
| CRITERIA |

You must demonstrate on your application form and in the interview that you meet the following essential criteria.

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| Education, experience, skills and knowledge | Essential/Desirable |  |
| Qualified Teacher Status and evidence of appropriate training. | Essential |  |
| Proven highly successful teaching experience (and or teaching practise) in KS2. | **Essential** |  |
| Proven experience of leading and managing the curriculum, classroom organisation and administration in a school. | **Desirable** |  |
| Proven experience of high standards of classroom practice and leading a subject area, preferably a core subject. | **Desirable** |  |
| **Personal Qualities** |  |  |
| Evidence of the personal and intellectual qualities required to set an example to others and to lead a team. | **Essential** |  |
| Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process. | **Essential** |  |
| **Commitment to Excellence** |  |  |
| Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils. | **Desirable** |  |
| **Interpersonal Skills** |  |  |
| Evidence of excellent interpersonal skills and | **Essential** |  |
| The ability to work as member of a team and develop and maintain good relations with all members of the school community. | **Essential** |  |
| To work co-operatively with the staff of the Local Education Authority and relevant agencies as required. | **Essential** |  |
| **Communications** |  |  |
| Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. | **Essential** |  |
| **Education and Curriculum** |  |  |
| An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child. | **Essential** |  |
| Evidence of excellent organisational skills to create and maintain a stimulating and attractive learning environment (as appropriate for career stage).. | **Essential** |  |
| Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment. | **Essential** |  |
| Knowledge of learning strategies for children of all abilities. | **Essential** |  |
| Evidence of good general knowledge of the requirements of the National Curriculum**.** | **Essential** |  |
| **Performance Review** |  |  |
| Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review. | **Essential** |  |
| **Record Keeping** |  |  |
| Evidence of knowledge and understanding of effective assessment and record keeping, and its use to promote the educational and personal development of all children within the school. | **Essential** |  |
| **Behaviour and Ethos** |  |  |
| Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school. | **Essential** |  |

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| **Safeguarding** |  |  |
| An understanding of the responsibility of the class teacher with regard to the safeguarding of pupils in their care. | **Essential** |  |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | **Essential** |  |
| **Working in a Church School** |  |  |
| A commitment to supporting the ethos and aims of a church school | **Essential** |  |