**PERSON SPECIFICATION – Class Teacher**

**Position:** Class Teacher

**Reports to:** Senior Leadership Team

**Scale:** MPS or UPS

**Salary:** Salary negotiable dependant on qualifications and experience

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| **Criteria** | | **Essential/**  **Desirable** | **(M.O.A.)**  ***Application Form***  ***Interview***  ***Reference***  ***Teaching*** |
| **QUALIFICATIONS** | Qualified Teacher Status  Evidence of continuing and recent professional development relevant to the post | E  E | A.F. |
| **EXPERIENCE** | Successful experience of teaching in the relevant phase and ideally experience in other key stages.  Proven record of raising attainment.  Experience of promoting positive behaviour conducive to learning and which is focused on raising standards.  Experience of promoting highly effective communications within and between teams and other stakeholders in the school community. | E  E  E  E | A.F./I/R  A.F./I  A.F./I  A.F./I |
| **SKILLS, KNOWLEDGE AND ABILITY** | ***Education and Curriculum***  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.  Evidence of good general knowledge of the requirements of the National Curriculum.  Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment and to support others in doing so.  Understanding of equality of opportunity issues and how they can be effectively addressed in schools.  The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment.  Understanding of a diverse range of teaching and learning styles and techniques.  Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards.  Good understanding of effective procedures for managing and promoting positive behaviour among pupils.  Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.  Clear understanding of data analysis and the important impact this can have on achievement and attainment. | E  E  E  E  E  E  E  E  E  E | A.F./I/T  A.F./I/T  A.F./I  A.F./I  A.F./I  A.F./I/T  A.F./I/T  A.F./I/T  A.F./I  A.F./I |
| **CHARACTERISTICS AND COMPETANCIES** | Ability to promote the school’s aims positively.  Ability to develop good personal relationships within a team; making an effective contribution to high morale.  Ability to establish and develop close relationships with parents, governors and the community.  Ability to communicate effectively (both orally and in writing) to a variety of audiences.  Ability to create a happy, challenging and effective learning environment  Boundless enthusiasm, determination and drive to inspire others to achieve high standards  An appetite and stamina for challenging work  A solution-focussed mindset and determined “no-excuses” approach to raising standards  A personable nature to build effective relationships with parents and all members of the school community  A lively, creative and good-humoured approach to all aspects of teaching, management and leadership  Ability and keenness to promote the school’s positive culture and ethos | E  E  E  E  E  E  E  E  E  E  E | A.F./I  A.F./I  A.F./I  A.F./I  A.F./I  A.F./I  A.F./I  A.F./I  A.F./I  A.F./I  A.F./I |
| **TRAINING** | Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge | E | A.F./I |
| **OTHER** | Must maintain confidentiality on all school matters | E | A.F./I |