# Person Specification: Class Teacher

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|  | Essential | Desirable |
| Qualifications | Qualified Teacher status (or equivalent) | Evidence of continuous INSET and commitment to further professional development |
| Experience | Previous experience of teaching at a primary school or NQT. | In addition, the Class Teacher might have experience of:  teaching across the whole Primary age range;  working in partnership with parents. |
| Knowledge and understanding | The Class Teacher should have knowledge and understanding of:  the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);  statutory National Curriculum / EYFS requirements at the appropriate key stage;  the monitoring, assessment, recording and reporting of pupils’ progress;  the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;  the positive links necessary within school and with all its stakeholders;  effective teaching and learning styles. | In addition, the Class Teacher might also have knowledge and understanding of:  the preparation and administration of statutory National Curriculum tests;  the links between schools, especially partner schools. |
| Skills | English is the teacher’s first language.  The Class Teacher will be able to:  promote the school’s aims positively, and use effective strategies to monitor motivation and morale;  develop good personal relationships within a team;  establish and develop close relationships with parents and the community;  communicate effectively (both orally and in writing) to a variety of audiences;  create a happy, challenging and effective learning environment. | In addition, the Class Teacher might also have experience of developing and leading a curriculum subject / aspect. |
| Personal characteristics | Approachable  Committed  Enthusiastic  Able to motivate self and others  Calm under pressure  Well-organised  Flexible  Ability to fit into established school systems |  |