



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	
<ol style="list-style-type: none">1. Degree (desirable: hold a higher degree e.g. MA)2. Qualified Teacher Status3. Evidence of relevant Continuous Professional Development	Application form Certificates

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Experience	
<p>A proven track record of:</p> <ol style="list-style-type: none"> 4. Being an excellent classroom practitioner with recent successful experience in Primary School, EYFS-KS2 5. Successful leadership of a subject / curriculum area resulting in the raising of standards (desirable though not necessary) 6. Using assessment effectively to raise standards 7. Working positively with parents, Governors and the wider school community 8. Going the extra mile to ensure every child reaches their potential 	<p>Application form Interview Presentation</p>
Professional knowledge and understanding	
<ol style="list-style-type: none"> 9. 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 10. Understanding of quality in learning and teaching and how to achieve excellence 11. An understanding of the different ways in which pupils learn. 12. 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 13. 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 14. Knowledge of best practice and procedures for safeguarding children and young people 15. Knowledge of SEND code of practice (2014), principles of Inclusion and proven excellence in inclusive educational practice 	<p>Written statement Interview Task</p>
Skills	
<ol style="list-style-type: none"> 16. Able to manage change, show resilience and find challenge as a learning experience 17. Able to communicate effectively orally and in writing to a range of audiences, deal sensitively with people and resolve conflicts 18. Able to think creatively to anticipate and solve problems 19. Able to commit to the school vision and strategy 20. Able to support colleagues to drive improvement and challenge underperformance within our framework of support and challenge 21. Able to use new and emerging technologies to support improvement 	<p>Written statement Interview Task Presentation</p>
Key Competencies – Demonstrate how you meet the criteria below in section 8b of the application form	
<p>Organisation and Communication <i>Professionally communicates clearly and openly, internally and externally. Plans and manages own time and resources to meet deadlines and objectives effectively. Responds positively to conflicting priorities.</i></p> <ul style="list-style-type: none"> • Is able to efficiently manage own workload consistently, coping with 	

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unexpected demands. Thinks on feet when unexpected problems arise and priorities workload.

- Actively communicates to a variety of stake holders.
- Does not shy away from difficult messages, delivering these in a calm and professional manner.
- Has the confidence to present opinions and challenge others whilst maintaining self-awareness and their impact on others.
- Can communicate and adapt style according to the person addressed.

Innovation

Displays flexibility and adaptability to change, encourages others to try new ideas and methods.

- *Recognises and deals with problems and shows an understanding of why they have happened*
- *Focuses on short term changes*
- *Quickly attempts to implement new change rather than seeking help guidance immediately*
- *Researcher problems, have the courage to make possible suggestions for the best way to resolve them – knowing that the first solution may not be the right one.*

Professional Expertise

Uses a good knowledge of educational and professional standards to carry out specific tasks within own role

- *Keeps up to date with relevant research that supports personal professional learning and aligns with the school's strategic development*
- *Actively seeks support from other colleagues to improve educational and professional standards*
- *Mentors colleagues to develop their understanding educational and professional expertise*
- *Analyses, interprets and understands information specific to the area of educational or professional expertise*

- *Actively seeks challenge from senior colleagues to develop self.*

Inclusive Relationships

Identifies opportunities to promote the diversity of the community

- *Take proactive steps to become aware of the diversity within the school community*
- *Makes initial recommendations to leadership on a solution which addresses an inclusive need.*
- *Inspires confidence and trust of all members of the diverse community*
- *Builds excellent rapport with all*

Developing Self and Others

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Maintains a learning environment and creates own learning opportunities. Offers feedback and advice to team members.

- *Takes the opportunity to work outside own comfort zone – eg public speaking.*
- *Takes initiative to create own professional goals and makes time for development.*
- *Broadens understanding beyond own role and the impact this may have on others.*
- *Learns from others, seeks coaching where appropriate and trusts the professional feedback; openly receives this with the understanding for potential personal growth.*
- *Coaches others in specific knowledge and skills.*
- *Promotes a learning environment by being approachable and giving feedback where appropriate.*
- *Expresses genuine appreciation and gratitude from the contribution of others.*

Leadership

Takes responsibility for providing direction and support to the team ensuring high team morale

- *Supports strategic leaders with their workload*
- *Manages the induction and work of new team members*
- *Is clear and realistic about what can be achieved and by when*
- *Briefs team about projects, events and initiatives*
- *Ensures staff are aware of, and meet their deadlines, trusting them to deliver*
- *Is able to offer constructive feedback to individuals in order to help them improve their performance, learning and development*
- *Aligns personal expectations with the wider school strategy, pressures and dynamic*

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