|  | **Primary class teacher - CRITERIA** | **E**ssential / **D**esirable |
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| **Work related circumstances – professional values and practices of the Bishop Fraser Trust** | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | E |
| Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E |
| Commitment to the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the pupils with whom they work | E |
| Safeguarding - Ability to form and maintain appropriate relationships and personal boundaries with children and young people | E |
| Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | E |
| Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning | E |
| Able to improve their own practice through observations, evaluations and discussion with colleagues. | E |
| Flexible with an ability to be able to embrace and generate change | E |
| **Personal Qualities** | Strongly self-motivated and personally resilient | E |
| Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness | E |
| Presence, dynamism, good sense of humour and approachability | E |
| Strong intellect underpinned by a clear moral compass, instinct and intuition | E |
| Conscientious and diligent work ethic | E |
| High standard of professional personal presentation with an excellent attendance and time-keeping record | E |
| Patience, kindness and understanding | E |
| **Role Specific Professional Dispositions** | Evidence that the candidate perceives that the role of the teacher is to provide effectively for **all** of their learners through identifying individual needs and providing appropriate teaching | E |
| As a class teacher, the ability to guide pupils' academic, personal and professional development, in accordance with the academy's guidelines and procedures | E |
| The ability to work in collaboration with other members of staff to develop and manage whole primary phase / cross curricular projects. | E |
| Interest in keeping up to date with latest primary practice | E |
| Evidence of learning beyond the workplace | D |
| **Qualifications** | Honours degree | E |
| Qualified Teacher Status or equivalent in specialist area | E |
| **Experience** | Experience of successfully teaching primary aged children across the whole ability range | E |
| Experience of successfully teaching pupils from socially deprived backgrounds | E |
| Evidence of strong classroom practice with outstanding features | E |
| Experience of implementation of effective behaviour management strategies | E |
| **Curriculum** | Clear evidence of current knowledge, experience and views regarding primary curriculum development | E |
| Have proven success in planning, teaching and assessment in the primary curriculum | E |
| Understanding of the importance of links across the Key Stages of primary learning | E |
| Ability to plan for progression and implement developments effectively | E |
| Ability to review, evaluate and implement schemes of work and syllabus | E |
| A good working knowledge of assessment for learning processes and practices | E |
| **Knowledge** | Excellent levels of literacy | E |
| Ability to understand and interpret complex information to identify appropriate intervention and maximise pupil progress | E |
| Ability to swiftly adapt to and utilise new systems and software | E |
| **General Skills** | Ability to plan, organise and prioritise effectively | E |
| The ability to effectively direct teaching and learning support staff to achieve the best outcomes for pupils | E |
| Ability to use technology and appropriate software to enhance learning | E |
| Ability to use Management Information Systems (e.g. SIMs) | E |
| **Communication skills** | Confident communicator, communicating with enthusiasm and clarity to a variety of audiences | E |
| Ability to identify, assess and diffuse potentially confrontational situations | E |

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