**The Gatwick School**

**Class Teacher**

**Person Specification**

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| **Aspect** | **Requirement** | **Essential** | **Desirable** |
| Qualification | Qualified teacher status | x |  |
| Further relevant professional studies |  | x |
| Experience | Experience of teaching a class or subject area(s) | x |  |
| Teaching experience in more than one school  |  | x |
| Proven track record in bringing about improvement in pupil outcomes | x |  |
| Use of innovative approaches to the development of teaching and learning, including AfL and ICT | x |  |
| Successful involvement with, and management of, self-evaluation, planning and target setting | x |  |
| Experience of Ofsted processes |  | x |
| Evidence of continuing professional development | x |  |
| Leadership in pastoral/pupil personal development | x |  |
| Successful partnership working with other schools and/or academies, external agencies and stakeholders | x |  |
| Track record in working with, and impacting on, parental engagement | x |  |
| Experience of effective implementation and use of ICT to innovate learning | x |  |
| Track record of good health and attendance  | x |  |
| Knowledge & understandingAbilities and Skills | Thorough knowledge and understanding of national priorities and current developments | x |  |
| In depth knowledge of best practice in teaching and learning, including the use of ICT to support pupil achievement | x |  |
| Knowledge of curriculum and best practice in relation to the relevant key stage(s) | x |  |
| Understanding and application of school improvement principles | x |  |
| Knowledge of SEN code of practice | x |  |
| Ability to lead, motivate, develop and inspire pupils and to encourage parental engagement | x |  |
| Ability to analyse and evaluate pupil data in order to set aspirational and challenging targets for individuals | x |  |
| Ability to develop an classroom environment ethos and structure for managing behaviour which enables pupils to become independent and self-managing | x |  |

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|  | Ability to work effectively as part of the school team and with governors, trustees, pupils, parents/carers, stakeholders and partners within, and beyond, the education sector | x |  |
| Ability to think creatively and to prioritise | x |  |
| Excellent communication (written, oral and presentation skills) | x |  |
| Excellent interpersonal skills  | x |  |
| Excellent self-awareness and ability to manage self | x |  |
| Ability to proactively engage with a range of external partners and networks |  | x |
| Willingness to learn from others and both seek and take advice | x |  |
| Equality | Demonstrate knowledge and understanding of equality issues and legislation (both provision and outcomes) | x |  |
| Ability to integrate equality policies into action | x |  |
| Demonstrable commitment to equality of opportunity and inclusive education | x |  |
| Safeguarding  | Knowledge of local and national safeguarding requirements | x |  |
| Evidence of having complied with and secure highly effective safeguarding | x |  |
| Ability to develop an appropriate environment which ensures the safety of all pupils | x |  |
| Other requirements | Resilience, the ability to work under pressure and to meet deadlines | x |  |
| A commitment to TGS’s vision, values and ethos | x |  |

TGS is committed to safeguarding and promoting the welfare of its pupils and expects all employees and volunteers to share this commitment. This post is subject to an enhanced Disclosure & Barring Service (DBS) check with a check of the children’s barred list and background identity checks.