



## PERSON SPECIFICATION

### Class Teacher

| Category  | Essential | Desirable |
|---|-----------|-----------|
| <b>Qualifications</b>   |           |           |
| Honours degree (or equivalent) in a subject or discipline relevant to the post                                | *         |           |
| Qualified Teacher Status  | *         |           |
| Evidence of further professional studies/research   |           | *         |
| <b>Experience</b>   |           |           |
| Proven ability as an excellent classroom teacher  | *         |           |
| Experience of utilizing ICT and skills to access and retrieve information                                     |           | *         |
| Experience of working across a range of school environments   |           | *         |
| <b>Knowledge &amp; skills</b>   |           |           |
| Strong understanding of the content related to the curriculum area  | *         |           |
| Strong understanding of statutory educational frameworks, including Safeguarding and the SEN Code of Practice | *         |           |
| A proven knowledge of the changing national education agenda  | *         |           |

|   |   |   |
|---|---|---|
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| Strong understanding of statutory educational frameworks, including Safeguarding and the SEN Code of Practice   |   |   |
| Use a positive approach to promote excellent learning behaviour   | * |   |
| Excellent verbal and written skills appropriate to the need to communicate effectively                          | * |   |
| Good standard of numeracy and literacy skills   | * |   |
| Ability to work flexibly to meet deadlines and respond to unplanned situations                                  | * |   |
| Ability to work constructively as part of a team understanding Academy roles and responsibilities including own | * |   |
| Ability to absorb a wide range of information   | * |   |
| Ability to build and form good relationships with young people, colleagues and other professionals              |   |   |
| Be able to maintain confidentiality, acting in a professional manner at all times                               | * |   |
| Initiative and ability to prioritise one's own work   | * |   |
| A proven knowledge of the changing national education agenda  | * |   |
|   | * |   |
|   |   | * |

| <b>Qualities &amp; aptitude</b>   |   |  |
|---|---|--|
| Suitable to work with children with a commitment to the highest standards of child protection | * |  |
| Outstanding emotional intelligence  | * |  |
| Ability to learn from students, parents, governors and other stakeholders                     | * |  |
| Readiness to show sensitivity and flexibility to suit the circumstances                       | * |  |
| Resilience and stamina when faced with complex and demanding situations                       | * |  |
| Have a clear view of appropriate personal work/life balance                                   | * |  |
| Open-minded, self-evaluative and adaptable to change  | * |  |
| Willingness to use a variety of teaching and learning strategies to engage all learners       | * |  |

**Authentic Education is committed to providing a safe, supportive and stimulating environment for all its pupils following Keeping Children Safe in Education Guidelines. This post is exempt from the Rehabilitation of Offenders Act 1974.**