

## Class Teacher Person Specification

	Essential	Desirable	Evidence
1. Qualifications/Relevant Experience	<ul style="list-style-type: none"> <li>- Qualified Teacher status</li> <li>- Experience of teaching in EYFS/KS1/KS2</li> <li>- Experience of working with parents</li> <li>- Experience of working collaboratively with teaching assistants</li> <li>- Evidence of excellent teaching over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Recent experience of successful teaching in KS1/EYFS/KS2</li> <li>- Successful subject leader</li> </ul>	Formal possession of an appropriate qualification to be verified at interview or from records. Employment history record.
2. Training/Special Knowledge	<ul style="list-style-type: none"> <li>- Recent completion of safeguarding training</li> <li>A good understanding phonics and progression in early reading.</li> <li>- A good understanding of the National Curriculum</li> <li>- Effective use of ICT for a range of purposes including the support of learning</li> <li>-The principles of assessment, record keeping and reporting of pupils' attainment and progress in KS1/2</li> <li>- Understanding of the SEN Code of Practice and the implications for teaching and learning</li> </ul>		Application form and interview
3. Skills and attributes	<ul style="list-style-type: none"> <li>- High level of written and oral communication.</li> <li>- Ability to relate effectively to pupils, staff, parents and governors.</li> <li>- To be able to plan sequences of learning effectively, ensuring progress.</li> </ul>		Application form and interview
4. Circumstances (personal)	<ul style="list-style-type: none"> <li>- Willingness to attend and support events beyond the school day</li> <li>-Willingness to fully embrace school life</li> </ul>	-- Involvement in extra-curricular activities	Application form and interview
5. Disposition	<ul style="list-style-type: none"> <li>- A child centred approach</li> <li>- Adaptability to changing circumstances and new ideas</li> <li>- Enthusiasm</li> <li>- Reliability and integrity</li> </ul>	- Ability to offer professional and personal support to others	

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	<ul style="list-style-type: none"> <li>- Excellent interpersonal skills</li> <li>- Ability to work under pressure.</li> <li>-Positive “can do” attitude</li> <li>-Solution focused</li> </ul>		
6. Practical and Intellectual Skills	<ul style="list-style-type: none"> <li>- Able to effectively teach to meet the needs of all - including SEND, PP and greater depth</li> <li>- High level of ICT competence</li> <li>- Knowledge of how to interpret data and use to inform interventions, strategic plans and provide monitoring reports</li> </ul>		
7. Other	<ul style="list-style-type: none"> <li>- to support the ethos, aims and vision of the school and the DOWMAT</li> <li>-Commitment to positive behaviour management strategies</li> <li>-Professional manner and appearance</li> <li>- Enthusiastic, energetic and well-motivated</li> </ul>		Performance in related selection process.
9. Any other additional requirements specific to this post.	<ul style="list-style-type: none"> <li>- Enhanced DBS disclosure check required</li> </ul>		