

Classroom Teacher Person Specification

This person specification shows the abilities, skills and qualifications you will need to carry out the duties associated with the role. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview, you may be asked to undertake practical tests to cover the skills and abilities listed below. You may also be asked to produce original copies of qualification certificates.

| | Essential | Desirable | Evidence A – application C – certificate I - interview |
|---|------------------|------------------|--|
| Qualifications | | | |
| Bachelor's degree or equivalent | ✓ | | A/C |
| Further degree | | ✓ | A/C |
| Qualified Teacher Status | ✓ | | A/C |
| Fluency in English | ✓ | | A/I |
| Experience, skills and competencies | | | |
| High level skills as a classroom practitioner | ✓ | | A/I |
| Experience of effective lesson planning, marking and assessment practice | ✓ | | A/I |
| Evidence of impact on student outcomes | ✓ | | A/I |
| Experience of using a range of positive behaviour management techniques to create an effective climate for learning | ✓ | | A/I |
| In depth and current knowledge of subject area | ✓ | | A/I |
| Experience of target setting and data tracking systems | | ✓ | A/I |
| The ability to analyse data in order to identify underperformance | | ✓ | A/I |
| Experience of raising attainment through the use of effective intervention strategies | | ✓ | A/I |
| Personal qualities | | | |
| Able to relate well to young people and adults | ✓ | | I |
| Values diversity and promotes equal opportunities | ✓ | | I |
| High expectations of yourself and your students | ✓ | | I/A |
| Ability to work effectively as part of a team and to form positive professional relationships with colleagues | ✓ | | A/I |
| A willingness to seek specialist advice and awareness of where to seek it | ✓ | | A/I |
| Ability to adhere to the school's policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. | ✓ | | A/I |
| Ability to work under pressure and to demonstrate initiative and resilience to adapt and respond to changing circumstances. | ✓ | | A/I |
| To understand and promote the schools' CHARACTER ethos and values | ✓ | | A/I |
| Knowledge and understanding | | | |
| An understanding of the features of effective pedagogy, how students learn and strategies to improve performance | ✓ | | A/I |
| Understanding of the latest Ofsted inspection framework and how this should be reflected in practice. | | ✓ | A/I |
| Knowledge of recent developments at national level pertaining to inspection framework and how this should be reflected in practice. | | ✓ | A/I |
| An understanding of child protection and safeguarding requirements. | ✓ | | A/I |
| Ability to self-evaluate learning needs and willingness to participate in development and training opportunities | ✓ | | A/I |