



## Person Specification: Class Teacher

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>- Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of continued professional development and commitment to further professional development.</li> <li>- Additional qualifications at post-graduate level</li> <li>- Additional specialist qualifications e.g in Special Needs</li> <li>- Qualifications which further support the work of the school e.g. First Aid, Mountain Leadership, orienteering, SENCO etc</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>- CURRENT experience of working in a primary school</li> <li>- Recent experience of successful teaching in Reception or Key Stage 1.</li> <li>- Working effectively as a member of a team</li> <li>- Working in partnership with parents</li> </ul>	<p>In addition, the Class Teacher might have experience of:</p> <ul style="list-style-type: none"> <li>- Teaching across the whole primary age range</li> <li>- Providing extra-curricular activity for children</li> <li>- Working effectively with pre-school, secondary partners as well as the community including the media</li> </ul>
<b>Knowledge and understanding</b>	<p>The Class Teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- What constitutes quality and high standards in teaching and learning</li> <li>- The theory and practice of providing effectively for the individual needs of ALL children (e.g. classroom organisation and learning strategies)</li> <li>- Achieving and sustaining high standards</li> <li>- What constitutes appropriate and successful relationships with children</li> <li>- Statutory National Curriculum requirements at the appropriate key stage</li> <li>- The monitoring, assessment, recording and reporting of pupils' progress</li> <li>- The statutory requirements of legislation and own requirements to adhere to Equal Opportunities, Health &amp; Safety, SEN and safeguarding</li> <li>- Effective teaching and learning styles.</li> <li>- Cross curricular learning and teaching</li> </ul>	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- The preparation and administration of statutory National Curriculum tests</li> <li>- Personally developing effective links between 'feeder settings', Children's Centres and secondary partners</li> <li>- Knowledge and understanding of our local area and community</li> <li>- Coordination of a national curriculum subject area</li> <li>- Developing school wide Cross curricular learning and teaching</li> <li>- Evidence of using assessment materials</li> <li>- Development of Learning Improvement Plans</li> <li>- Understanding of accounting for progress and attainment at 'progress meetings'</li> </ul>
<b>Skills</b>	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> <li>- Clear evidence of teaching <b>consistently</b> to a '<b>good</b>' or '<b>outstanding</b>' standard</li> <li>- Promote the school's aims positively, and use effective strategies to monitor motivation and morale</li> <li>- Develop good personal relationships within a team;</li> <li>- Establish and develop close working relationships with parents, governors and the community</li> <li>- Communicate effectively (both orally and in writing) to a variety of audiences</li> <li>- Create a happy but challenging and effective learning environment</li> <li>- Effective organisational skills</li> <li>- Confident and competent user of ICT</li> <li>- Ability to promote excellent learning behaviours</li> </ul>	<p>In addition, the Class Teacher might also be able to:</p> <ul style="list-style-type: none"> <li>- Clear evidence of <b>consistently</b> teaching to an '<b>outstanding</b>' standard</li> <li>- Develop strategies for creating community links</li> <li>- Language, sports, music etc specialism</li> <li>- Deliver exciting assemblies and presentations</li> <li>- Deliver presentations to parents in order to develop support for children</li> </ul>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>- Approachable</li> <li>- High expectations of self and others</li> <li>- Committed but flexible</li> <li>- Enthusiastic and motivational</li> <li>- Self-evaluative and adaptable to change</li> <li>- Calm under pressure</li> <li>- Well-organised and able to prioritise</li> <li>- Ability to work across schools within the Community Academy Trust</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness to contribute to the wider life of the school by contributing and organising extra-curricular activities attending PTA events</li> <li>- Brings personal interests and enthusiasms to the school community</li> </ul>

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement – Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

**Achievement – 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement – relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.