

## Person Specification – Class Teacher

## Please ensure your application includes examples of how you meet the essential criteria.

| No. | Area  | Essential | Desirable |
|-----|---|-----------|-----------|
|     |   |           |           |
| 1   | Qualifications and Training   |           |           |
| 1.1 | Qualified teacher with Qualified Teacher status                             | ✓         |           |
| 1.2 | Evidence of commitment to ongoing professional development                  | <b>✓</b>  |           |
|     |   |           |           |
| 2   | Experience  |           |           |
| 2.1 | Successful experience of teaching across the primary range delivering the   | ✓         |           |
|     | whole primary curriculum and able to evidence at least good progress        |           |           |
|     | and achievement of pupils.  |           |           |
| 2.2 | Experience or potential to lead an aspect of whole school development       |           | ✓         |
| 2.3 | Experience of teaching across the primary age range                         |           | ✓         |
| 2.4 | Experience of building positive links with parents and the wider            | ✓         |           |
|     | community   |           |           |
| 2.5 | Experience of using Read, Write Inc Phonics                                 |           | <b>√</b>  |
| 2.6 | Experience of SEND and Trauma training                                      |           | ✓         |
|     |   |           |           |
| 3   | Teaching and Learning   |           |           |
| 3.1 | Ability to deliver high quality teaching and learning that meets the needs  | ✓         |           |
|     | of all learners and enables at least good progress                          |           |           |
| 3.2 | Sound pedagogical understanding of how children learn, including            | ✓         |           |
|     | effective teaching and behaviour management strategies                      |           |           |
| 3.3 | Highly effective behaviour and classroom management strategies              | <b>√</b>  |           |
| 3.4 | Ability to use a range of formative and summative assessment strategies     | ✓         |           |
|     | to inform planning and provision  |           |           |
| 3.5 | A demonstrable commitment to inclusion                                      | <b>√</b>  |           |
| 3.6 | A commitment to developing an engaging and motivating curriculum            | ✓         |           |
|     | rooted in first hand experiences: making the most of the school and local   |           |           |
|     | environment.  |           |           |
| 3.7 | Ability to use new and emerging technologies to support teaching and        |           | ✓         |
|     | learning  |           |           |
| 4   | Developing self and weaking with sthem                                      |           |           |
| 4 1 | Developing self and working with others                                     | <b>√</b>  |           |
| 4.1 | A clear copie of own professional goals a life long learner                 | <b>√</b>  |           |
| 4.2 | A clear sense of own professional goals, a life long learner.               | <b>V</b>  |           |
| 5   | Personal Qualities  |           |           |
| 5.1 | Highly resilient with a positive outlook                                    | <b>√</b>  |           |
| 5.2 | Ability to work flexibly, showing a creative flair and passion for all that | · ✓       |           |
| J.∠ | you do.   |           |           |

| 5.3 | Empathy for the aspiration of the Church of England's vision for | ✓ |  |
|-----|--|---|--|
|     | education (this is central to the Trust's operation)             |   |  |