



Class Teacher Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of continuous professional development
Experience	<ul style="list-style-type: none"> • teaching in EYFS and/or Key Stage 1/2 (teaching practice for ECTS) • working successfully, and co-operating, as a member of a team 	
Knowledge and Understanding	<ul style="list-style-type: none"> • theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) to ensure inclusive education • statutory National Curriculum requirements at the appropriate key stage • monitoring, assessment, recording and reporting of children's progress • statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children • effective teaching and learning styles • how to establish an effective rapport with children, which is based on high expectations • how to establish a purposeful learning environment where all children feel safe, secure and confident • assessment for learning (AFL) as a means of developing teaching and learning and ensuring progress • selecting and employing a wide range of resources • how to use IT effectively to enhance teaching and learning • how to further develop personal professional skills and knowledge • importance of positive links within school and with all its stakeholders 	

Skills	<ul style="list-style-type: none"> • create a happy, challenging and effective learning environment • promote the school's aims positively • communicate effectively (both orally and in writing) to a variety of audiences • work within a team • establish and develop appropriate relationships with children, parents, staff, governors and the community • employ IT in order to enhance learning, communicate to others and to have an impact on the school environment 	
Disposition	<ul style="list-style-type: none"> • approachable • committed • enthusiastic • team player • able to motivate self and others • calm under pressure • well-organised • willingness to share ideas and initiatives • committed to school improvement, raising achievement and progress and embracing new initiatives • committed to inclusive education • flexible outlook • proactive approach 	