**Shotton Primary School Person Specification and Criteria for Class Teacher Full Time (M1-M4)**

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| **Category** | **Essential** | **Desirable** |
| **Application and Supporting Letter** | * Fully supported in references * Well-structured supporting letter/statement outlining how professional life so far has prepared candidate for this post (max 2 sides of A4, minimum font size of 12) in relation to the elements below. | Application form which includes concrete examples. |
| **Qualifications** | * Degree with QTS or qualified teacher status |  |
| **Professional Development** | * Recent and relevant training or experience * Evidence of a range of further professional development opportunities * Ability to consistently meet all teaching standards. | Evidence of potential subject specialism and ability to take on a subject leadership role  Effective and successful experience of working in EYFS with a secure understanding of early childhood development.  Training and classroom experience in using Read Write Inc approach to teaching of phonics |
| **Experience** | * Effective, extensive and successful teaching and learning experience of working with primary aged children. | Ability/willingness to offer additional learning opportunities for children e.g extra-curricular activities. |
| **Skills** | * Effective communication skills. * Effective interpersonal skills. * Effective organisational and time management skills. * Ability to work with others to achieve shared goals. * Proven and relevant ICT skills. * Sustained evidence of good to outstanding teaching and learning. | Ability to demonstrate capacity to impact upon the professional development of colleagues. |
| **Knowledge and Understanding** | * Working knowledge and understanding of the Primary Curriculum, assessing without levels and key curriculum developments * A working knowledge and clear understanding of relevant documents. * A clear understanding of the needs of primary aged pupils, including special needs and all other vulnerable pupil groups * A working knowledge and effective understanding of how to sequence and progressively build learning across a series of lessons and within a lesson. * A working knowledge and commitment to the importance of using manipulatives to develop children’s secure mathematical knowledge and conceptual understanding. | Working knowledge of new Early Years Curriculum and secure understanding of the Characteristics of Effective Learning. |
| **Classroom Skills** | * High standards of behaviour and ability to effectively use positive behaviour strategies and clear expectations. * High expectations of learning and achievement for all children. * Well organised and managed classroom, where children are independent and motivated, whereby they develop as ‘thinkers and active learners. * Ability to create a challenging, dynamic and exciting learning environment, where work is planned to a high standard and regular assessment plays an integral part in moving children’s learning forward, so that sustained progress over time is evident, particularly in children’s books. * Ability to adapt and modify planned learning to adapt to the changing and emerging learning needs of whole class, individual and groups of children. * Effective and pro-active use of differentiation to meet the learning needs of all children. * Enthusiasm for teaching and learning. * Ability to effectively model and extend language and vocabulary. |  |
| **Personal Attributes** | * Resilience * Dependability, commitment and positive enthusiasm * Adaptability * Innovative, imaginative and creative * Hard working, organised and reliable * Flexibility – adapts to changing circumstances and new ideas. * Clear willingness to respond to and act upon advice following constructive, professional dialogue. |  |