**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
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| **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 roleEffective 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.
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| **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.
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