

## Classroom Teacher - Person Specification and Criteria for Selection

| Category                        | Essential   | Desirable  | How identified |
|---------------------------------|---|--|----------------|
| <b>Application</b>              | <ul style="list-style-type: none"> <li>Fully supported in two references</li> <li>A separate well-structured supporting letter indicating vision and belief for effective teaching and learning and examples of successes in KS2 (max 1000 words)</li> <li>A good standard of spoken and written English</li> </ul>   |  | A R            |
| <b>Qualifications</b>           | <ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>  | Evidence of further study or professional qualifications   | A R            |
| <b>Experience</b>               | <ul style="list-style-type: none"> <li>Ability to demonstrate high standards of classroom practice</li> <li>Experience teaching across Key Stage 2</li> <li>Experience of delivering a differentiated and tailored curriculum to meet the needs of all children</li> <li>Ability to maintain a stimulating and exciting classroom environment supportive of high-quality learning</li> <li>Experience in supporting excellent relationships and positive behaviour.</li> <li>Subject leadership.</li> </ul>   |  | CO<br>A I R    |
| <b>Professional Development</b> | <ul style="list-style-type: none"> <li>Evidence of being prepared to keep an up to date knowledge of educational issues</li> <li>Evidence of recent training with regard to child protection and safeguarding</li> </ul>  | Evidence of relevant recent CPD  | A I R          |
| <b>Skills and Abilities</b>     | <ul style="list-style-type: none"> <li>Good knowledge of ICT to support learning and professional needs</li> <li>The ability to use internal and statutory data to support evaluations of teaching and measure the impact of pupil progress</li> <li>Ability to be flexible and adaptable in a busy school environment</li> <li>Ability to inspire, motivate and support pupils to achieve their best through consistent high expectations</li> <li>Ability to identify potential barriers to learning for children and fostering a range of techniques to overcome them</li> </ul>   | Evidence of having organised effective intervention groups to accelerate progress, narrow the gaps and ensure all children succeed | A I R<br>CO    |
| <b>Special Knowledge</b>        | <ul style="list-style-type: none"> <li>Detailed knowledge of the structure and content of the primary National Curriculum</li> <li>Detailed knowledge and practice of assessment of children and how this informs planning and learning</li> <li>A clear vision and understanding of the needs of all pupils including Special Needs and More Able and Talented and those entitled to the pupil premium</li> </ul>  | Experience of effective leadership of curriculum areas   | A I R<br>CO    |
| <b>Personal Attributes</b>      | <ul style="list-style-type: none"> <li>Support the ethos of our school and promote high standards of education, care and behaviour</li> <li>Committed and enthusiastic and can demonstrate sensitivity whilst working with others</li> <li>Ability to demonstrate a stimulating and innovative approach, making learning fun</li> <li>Ability to demonstrate a caring attitude towards pupils and parents</li> <li>Evidence of being able to build and sustain effective working relationships with all members of the school community</li> <li>Effective organisational skills</li> <li>Energy, enthusiasm, resilience and a sense of humour</li> <li>Ability to reflect on own practice and seek professional advice and support when necessary</li> </ul> | Willingness to support extracurricular activities. An awareness of the wider professional role of teachers                         | A I R<br>CO    |

**How identified:**      A application form                      I interview                      R reference                      CO classroom observation