



Personal Specification – Class Teacher

This specification outlines the essential and desirable criteria for the appointment of a Class Teacher at Larkspur Primary School. It reflects statutory requirements, Teachers' Standards, and school priorities.

Professional Conduct & Safeguarding

Essential	Desirable
- Uphold the Teachers' Standards (including Part Two: personal and professional conduct) at all times. - Maintain high standards of attendance, punctuality, and professionalism. - Comply with safeguarding policies (including Keeping Children Safe in Education) and hold an enhanced DBS check. - Handle pupil information in line with UK GDPR and school policy. - Demonstrated commitment to promoting the welfare of children and fostering a safe, inclusive environment.	Additional safeguarding training beyond statutory requirements.

Qualifications & Training

Essential	Desirable
Qualified Teacher Status (QTS). Degree-level qualification. Recent training in phonics (e.g., Little Wandle) and child protection.	Specialist training such as ELSA, Team Teach, Makaton, Thrive, or Paediatric First Aid.

Experience

Essential	Desirable
Experience teaching in primary settings (including placements). Experience managing classroom behaviour effectively. Experience working with pupils with SEND and adapting provision accordingly.	Experience supporting reading fluency and intervention. Familiarity with school assessment systems (e.g., Arbor). Experience of teaching mixed age classes

Teaching, Planning & Assessment

Essential	Desirable
Plan high-quality sequences of learning aligned to the National Curriculum. Implement effective marking and feedback strategies, enabling pupils to respond and make progress. Use assessment data to identify gaps and plan targeted interventions. Adapt teaching to meet diverse needs, including SEND.	Experience supporting reading fluency and intervention Familiarity with school assessment systems (e.g., Arbor).

Curriculum & Subject Knowledge

Essential	Desirable
Secure knowledge of the National Curriculum. Understanding of phonics and early reading strategies. Ability to use ICT effectively to enhance learning.	Awareness of NCETM mastery approaches in mathematics. Knowledge of Ready Steady Write Experience delivering Little Wandle phonics

Skills and Competencies

Essential	Desirable
Strong communication skills with pupils, parents, and colleagues. Excellent organisational and time management skills. Ability to work under pressure and meet deadlines. Competence in using ICT for teaching and administration.	

Personal Qualities

Essential	Desirable
Enthusiastic, creative, and committed to inclusive education. Reflective practitioner willing to improve practice. Resilient and adaptable to changing circumstances. Commitment to equality, diversity, and inclusion in all aspects of school life.	

Wider Professional Responsibilities

Essential	Desirable
Work collaboratively with colleagues. Engage effectively with parents/carers through meetings, reports, and workshops. Contribute to school improvement priorities and moderation activities. Willingness to engage in ongoing CPD and performance management processes.	Lead or coordinate a subject area. Contribute to extra-curricular activities such as clubs, trips, or outdoor learning.