



Class Teacher Person Specification

Specification	Detail	General Examples	Specific examples
Qualifications & Experience	Degree	Education to degree level required.	
	QTS or equivalent		
	Experience of working with pupils from 7 to 11 years	Experience of teaching in more than one year group is desirable.	This may be as a part of teaching placements during training.
Communication	Written	Ability to communicate in writing clearly and accurately.	
	Verbal	Ability to presented information and give instructions clearly in a way that young children can understand.	Listening Skills. Ability to exchange routine verbal information clearly with children and adults. Ability to express own views and opinions.
Working with children	Behaviour Management	Ability and willingness to implement the school's policies and procedures associated with managing pupils' behaviour.	
	Provision	Differentiate to meet the needs of all children including those with SEN.	Understand the needs of pupils who are EAL, have SEN or who are very able.
	Systems and procedures	Rigorously apply the agreed school systems including those related to Assertive Mentoring.	Assess, track and monitor pupil's progress through regular referral to the generic tracking grids used across the school.
	Motivate and inspire children	Be able to plan and deliver lessons that motivate, inspire and challenge children of all abilities to want to learn.	
Working with others	Support staff	Effectively guide and manage the work of a teaching assistant.	
	Team work	Be able to effectively operate as part of a team.	
	Relationships	Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults using appropriate communication styles. Ability to build open and honest relationships.



Responsibilities	Organisational skills	To plan sequences of lessons in-line with the expectations set out within the school's curriculum framework. Mark work and provide pupils with feedback in-line with school procedures.	Plan lessons appropriate to the age and level of the pupils being taught.
	Line Management	Responsible to a member of the schools senior leadership team for performance management purposes.	
Other skills & attributes	Teaching skills	To be able to motivate & enthuse children. To be able to differentiate and meet the needs of all groups of learners. To offer learners interesting and challenging tasks. To effectively organise and manage a class.	
General	Equalities	Follow the school's policy on Equal Opportunities.	Demonstrate commitment to treating all people fairly.
	Health & Safety	Follow the school's policy & guidelines relating to health and safety.	
	Child Protection	Follow the school's guidance on child protection.	Understand what is mean by safeguarding and the different way in which children can be harmed. Understand and comply with children protection procedures.
	Confidentiality/Data Protection	Follow the school's policy & guidelines on confidentiality.	Understand and comply with procedures and legislation relating to confidentiality.
	CPD	Be willing to undertake CPD relevant to the post and that associated with core areas such as child protection.	