

**Class Teacher - PERSON SPECIFICATION FRAMEWORK**

<b>General heading</b>	<b>Detail</b>	<b>General Examples</b>	<b>Specific examples</b>
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	Teaching Qualification QTS Date of completion of NQT year if applicable
	Knowledge of relevant policies and procedures	e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	
	Literacy	Level of literacy required, including qualification level where required	GCSE C or above
	Numeracy	Level of numeracy required, including qualification level where required	GCSE C or above
	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.	
<b>Communication</b>	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability write routine letters
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions
	Languages	Any specific requirement to have a second language, signing etc.	
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults

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<b>Working with children</b>	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to manage a whole class, ensuring pupils remain on task Understanding and implementation of school behaviour management policy
	SEN	General - understand and support the differences in people Any specific skills, knowledge or qualification	Understand and support the differences in children and adults and respond appropriately
	Curriculum/School organisation	Knowledge level of the school curriculum Any specific skills, knowledge or qualification For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum Working knowledge and experience of implementing the national curriculum and other learning programmes Understanding of statutory framework relating to teaching
	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which children develop Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development Understand and support children in transition
	Health & Well being	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and children Take responsibility for own wellbeing
<b>Working with others</b>	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting children Know when, where and how education and support services can be accessed
	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
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team Ability to work independently

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			Know when and how to seek support Know when and how to hand over control Knowledge of own position within a team environment and the boundaries which apply
	Information	Following/giving instructions, requirements to provide information	Knowledge of CAF (if/when appropriate) Ability to record and report observations in an appropriate manner Ability to distinguish between option and fact
<b>Responsibilities</b>	Organisational skills	Requirements of the post	Ability to be proactive and initiate action
	Line Management	Any line management, supervisory requirements	
	Time Management	Requirements of the post	
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	
<b>General</b>	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	
	Child Protection	General and any specific requirements	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	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment Evidence of	

At Thomas Willingale School, all staff are committed to the vision of the school - it underpins everything we do.

### Our Vision

Thomas Willingale School is a happy, welcoming and inclusive school where everyone is valued as an individual and given every opportunity to reach their full potential.

Children work in a safe, caring and stimulating environment which provides challenging, fun and exciting learning experiences.

High standards and expectations foster pride and respect throughout the school community and beyond.

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