

**PERSON SPECIFICATION FRAMEWORK – FS/KS1 CLASS TEACHER – WETHERSFIELD C OF E (VC) PRIMARY SCHOOL**

<b>General heading</b>	<b>Detail</b>	<b>General Examples</b>	<b>Specific examples</b>
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Qualified Teacher status. Evidence of Professional development	Qualified teacher status Experience of working with FS/KS1 Evidence of professional development
	Knowledge of relevant policies and procedures	Safeguarding, Child Protection, First Aid	Behaviour Management
	Literacy	Literate to at least GCSE level	Good spelling, punctuation and grammar
	Numeracy	Numerate to at least GCSE level	Good numeracy skills
	Technology	Ability to uses equipment e.g. photocopier, interactive whiteboard	Good ICT skills
<b>Communication</b>	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability to 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 sensitively
	Negotiating	To be proactive in negotiating, seeking out information and proactively distributing information	Ability to consult effectively with children and adults Ability to motivate/encourage/empower children/adults
<b>Working with children</b>	Behaviour Management	Good knowledge of positive behaviour management strategies Willingness to work as part of the staff team to ensure that children’s behaviour throughout the school is appropriate and reflects Christian values	Ability to manage a whole class, ensuring pupils remain on task and recognise responsibility for the behaviour of all children around the school. Understanding and implementation of school behaviour management policy
	SEN	Experience of working with SEN children and ability to differentiate work effectively to meet individual needs	Understand and support the differences in children and adults and respond appropriately
	Curriculum/School organisation	Knowledge of the New National Curriculum and EYFS framework	General understanding of the school curriculum Working knowledge and experience of

		.	implementing the National Curriculum and the EYFS framework
	Child Development	Good understanding required 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		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 positive 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	Good team skills. Ability to be flexible and show initiative. Enthusiasm to work cooperatively for the benefit of the whole school.	Work effectively as part of a team Ability to work independently 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 Good sense of humour!
	Information	Ability to follow/give instructions, and provide clear, relevant information to children, parents, staff, governors and the wider community	Knowledge of CAF (if/when appropriate) Ability to record and report observations in an appropriate manner Ability to distinguish between opinion and fact
<b>Responsibilities</b>	Organisational skills	Good organisational skills	Ability to be proactive and initiate action
	Line Management	Ability to direct and support teaching assistants	Ability to take responsibility for directing other adults in the classroom
	Time Management	Good time management skills	Ability to prioritise effectively

	Creativity	Ability to show initiative, original thinking, creativity, innovation etc.	Confidence to contribute creative ideas to whole school planning
<b>General</b>	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	Commitment to follow H and S policy	To take responsibility for own safety and that of children/ adults in the classroom Ability to follow H and S procedures
	Child Protection	Commitment to follow all safeguarding policies including child protection, anti-bullying	Understand what is mean by safeguarding and the different ways in which children can be harmed Understand and comply with child protection procedures
	Confidentiality/Data Protection	Awareness of need for confidentiality regarding information and data	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate commitment to CPD Evidence of CPD	Willingness to actively seek out professional development opportunities relevant to post
	Values	Clear, positive values reflecting; a commitment to the development of the whole child; respect and value for every member of the school community	A willingness to support the Christian values of the school and reflect these through own behaviour and relationships with children and adults
	Attitude	Ability to demonstrate a positive, calm, non-confrontational attitude	Positive, 'Can do', forward thinking attitude. Solutions focused