



Person Specification – Class Teacher – Main Scale

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Further/continued CPD
Experience	<ul style="list-style-type: none"> Proven ability as an outstanding, reflective, classroom teacher. Proven experience of working effectively in a team. Experience of working across the primary phases. 	<ul style="list-style-type: none"> Proven record of effective subject leadership. Experience of working in a mixed-year class.
Professional knowledge, understanding and skills.	<ul style="list-style-type: none"> Excellent classroom practitioner with high expectations of standards and behaviour. A proven understanding of what constitutes good practice and high standards in teaching and learning in the primary phases. A proven ability to independently achieve the Teacher's Standards. A proven ability to share good practice with colleagues. Proven to be a role model to pupils and all stakeholders. Proven confidence and expertise in teaching core subjects. Wide knowledge of the primary curriculum. Positive approach to behaviour management. Proven ability to use a variety of teaching strategies to engage all learners. A good knowledge of how scaffolding can support the learning of all pupils and a proven ability to do so in own practice. Proven commitment to the personal welfare and safeguarding of all children, including sound knowledge of child protection. A proven ability to communicate effectively with pupils and all stakeholders. Confident and competent user of ICT. A proven ability to effectively use formative and summative assessment techniques to ensure that children make outstanding progress. 	<ul style="list-style-type: none"> Knowledge of restorative practice and how this can be effective within a school. Experience of personalising learning and target setting. Understanding of how the learning environment supports high standards. Support for an enriched curriculum through out of hours learning and educational visits. Knowledge of current educational initiatives.
Curriculum	<ul style="list-style-type: none"> A proven, good knowledge of the primary, and early years, curriculum and its assessment. 	<ul style="list-style-type: none"> An understanding of how the curriculum supports the





	<ul style="list-style-type: none"> • Familiarity with the principles underlying excellence and enjoyment in education. • A proven ability to make cross curriculum links and use these to enhance learning. • A proven ability to plan learning that gives pupils the knowledge to see what should be cherished, challenged or created and the courage, enthusiasm, commitment and communication skills to do something about it. 	<ul style="list-style-type: none"> • ethos and values of the school. • An understanding of Metacognition and Growth Mind Set Principles. • Experience of leading a number of core and foundation subjects across the primary phases.
Personal Qualities	<ul style="list-style-type: none"> • Enthusiastic with a 'can do' attitude. • Takes responsibility, both personally and collectively. • Able to think outside the box in order to be creative and show enthusiasm towards teaching and learning. • Proven commitment to promote the ethos, vision and values of the school. • Open-minded, reflective and adaptable to changing circumstances and new ideas. • Willingness to be involved in the wider life of the school • Ability to prioritise and meet deadlines. • Proven excellent interpersonal and communication skills. • A proven rigorous approach to work and excellent organizational skills. • Proactive and innovative. • Sense of humour. • Willingness to develop professionally, through offered and personally sought CPD. 	<ul style="list-style-type: none"> • Brings personal interests and enthusiasms into the school community. • Clear thinking/analytical. • Persuasive/inspirational. • Prepared to lead extra-curricular activities.

FOREST OF DEAN

