

Bishop's Tachbrook CE Primary School

Class Teacher : Person Specification

Factors	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • An enhanced DBS disclosure. • Recent successful teaching experience . 	<ul style="list-style-type: none"> • Evidence of further professional 	<ul style="list-style-type: none"> • Application form
Knowledge and Understanding	<ul style="list-style-type: none"> • Have detailed knowledge of the National Curriculum and other statutory requirements. • Ability and willingness to develop a creative curriculum through reflective practice. • Ability and willingness to teach with clarity and precision across EYFS and KS1, to whole classes and smaller groups. • Have a passion for learning and a commitment to achieving the highest possible standards for all children. • Have a clear understanding of the role a class teacher has with respect to safeguarding the children in their care. 	<ul style="list-style-type: none"> • An enthusiasm and understanding for the ways pupils can learn by taking advantage of wide-ranging opportunities. • An understanding of creative uses of ICT to enrich learning. • A willingness to teach in KS2 if required 	<ul style="list-style-type: none"> • Application form • Selection process • Interview
Planning and setting expectations	<ul style="list-style-type: none"> • Be able to identify clear learning objectives, content, lesson structures and sequences according to the subject matter and the pupils being taught. • Be able to set clear targets for pupils' learning, building on prior attainment. • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs. 		<ul style="list-style-type: none"> • Application form • References • Selection process
Teaching and managing	<ul style="list-style-type: none"> • Be able to ensure effective teaching of whole class, groups and individuals so that learning objectives are met. • Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. • Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning, clear presentation and imaginative use of resources. 	<ul style="list-style-type: none"> • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management. 	<ul style="list-style-type: none"> • Application form • References • Selection process
Assessment and Evaluation	<ul style="list-style-type: none"> • Be able to assess how well learning objectives have been achieved and use this assessment for future teaching. 		<ul style="list-style-type: none"> • Application form • References
Pupil Achievement	<ul style="list-style-type: none"> • Be able to secure progress towards pupil targets • Be able to demonstrate that, as a result of teaching, pupils achieve well relative to pupils' prior attainment, making good progress as good as or better than similar pupils nationally. 		<ul style="list-style-type: none"> • References
Relations with parents and the wider community	<ul style="list-style-type: none"> • Proven experience of regular communication with parents and carers about the learning of pupils. 	<ul style="list-style-type: none"> • Maximise opportunities to develop strong, effective communications and relationships with all parents and carers. 	<ul style="list-style-type: none"> • References • Interview
Managing own performance and professional development	<ul style="list-style-type: none"> • Understand the need to take responsibility for own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects they teach. 	<ul style="list-style-type: none"> • Demonstrate responsibility for own professional development and use 	<ul style="list-style-type: none"> • References • Interview

	<ul style="list-style-type: none"> • Have an understanding of professional responsibilities in relation to school policies and practices. • Set a good example to the pupils you teach in terms of your presentation and personal conduct. • Be able to evaluate your own teaching critically and use this to improve effectiveness. 	<p>outcomes to improve teaching.</p> <ul style="list-style-type: none"> • Demonstrate ability to adopt features of best practice in other settings. • Knowledge of Tim Sherrington's WalkThrus. 	
Managing and developing staff and other adults	<ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including support staff. 	<ul style="list-style-type: none"> • Effectively communicate and share a vision for how effective learning happens with all other members of the team and stakeholders (TA's/Parents). 	<ul style="list-style-type: none"> • References • Interview
Managing resources	<ul style="list-style-type: none"> • Ability to contribute to an inspiring learning environment that motivates, stimulates and enables children to learn independently. • Select and make good use of books, ICT and other learning resources, which enable learning objectives to be met. 		<ul style="list-style-type: none"> • References • Selection process • Interview
Personal Qualities	<ul style="list-style-type: none"> • To be an enthusiastic learner • To be fully committed to equality of opportunity for children, staff, parents and members of the wider community • To have high expectations of children • To have a sense of humour • Ability and willingness to work as a member of a team • Ability to work effectively with support staff • Commitment to making learning memorable 		<ul style="list-style-type: none"> • Selection process • Interview