

Class Teacher



Essential		Desirable
QUALIFICATIONS Evidenced in: <ul style="list-style-type: none"> • application form 	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Further evidence of professional development
EXPERIENCE Evidenced in: <ul style="list-style-type: none"> • letter of application • interview • portfolio/presentation 	<ul style="list-style-type: none"> • Proven ability as an excellent teacher delivering high quality teaching and learning resulting in strong pupil progress • Ability to and experience in personalising learning and catering for differing pupil needs • Ability and skills to work effectively as part of a team committing to our school ethos and behaviour management approach • Experience in creating and sustaining an enabling, well organised classroom environment 	<ul style="list-style-type: none"> • Experience of both KS1 & 2
PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS Evidenced in: <ul style="list-style-type: none"> • letter of application • interview • portfolio/presentation 	<ul style="list-style-type: none"> • A commitment to providing care and nurture to every child • Highly skilled teacher who makes the most of teaching, learning and assessment opportunities to secure strong pupil progress • Ability to build effective working relationships with pupils • Skills and knowledge required to deliver effective feedback to pupils • Ability to adapt teaching to meet pupils' needs • A skilled understanding of the priority of supporting pupil social, emotional, spiritual and personal development • Good ICT skills, particularly using ICT to support learning • Knowledge of guidance and requirements around safeguarding children 	<ul style="list-style-type: none"> • Experience of working with and using support staff effectively including 1-1 teaching assistants
CURRICULUM Evidenced in: <ul style="list-style-type: none"> • letter of application • lesson observation • portfolio/presentation 	<ul style="list-style-type: none"> • Provide pupils with a diverse and rich curriculum offering a variety of experiences in school and through educational visits • An ability to use practical resources to enable pupils to explore • A passion for creatively bringing curriculum learning to life for pupils • Knowledge and understanding of and ability to deliver a high level of challenge for pupils • Commitment to cross-curricular learning and teaching with strong literacy links • Knowledge, understanding and ability to teach high quality whole class shared reading lessons in order to develop children as confident and fluent readers 	<ul style="list-style-type: none"> • Experience of leading subjects across whole school • A strong passion / interest / background in a particular subject • Musical ability / interest

	<ul style="list-style-type: none"> • Awareness of and ability to plan for the delivery of interventions that support pupils in reading, writing and maths • A passion to lead a subject area across the school 	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

PROFESSIONAL VALUES Evidenced in: <ul style="list-style-type: none"> • letter of application • interview • portfolio/presentation 	<ul style="list-style-type: none"> • Commitment to safeguarding pupils and to child protection • Consistently high expectations of all learners potential and behaviour • Commitment to build relationships and work in partnership with parents/carers and provide opportunities for them to support their child's learning • Consistent in approach • Able to use a variety of teaching strategies to engage all learners and to ensure learning is enjoyable, memorable and appropriately matches learner's academic, social, emotional and behavioural needs • Commitment to promoting pupil personal, social, cultural, spiritual and moral development • Professional approach to school life 	<ul style="list-style-type: none"> • Values learning from others and collaborative ways of working
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

PERSONAL QUALITIES Evidenced in: <ul style="list-style-type: none"> • letter of application • interview • reference 	<ul style="list-style-type: none"> • Resilient • Caring and Nurturing • Good humoured, laughs easily • Self-evaluative and reflective • Commitment to own learning and continued professional development • Passionate about learning • Collaborative working skills • Co-operative • Open and honest • Reliable • Kind • Highly organised • High expectations of self • Positive and enthusiastic • Efficient and effective • Ability to care for own wellbeing and manage workload 	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--