

 <p>St Christopher Primary School Personal Specification for Class Teacher</p>	<p>Job Title: Class Teacher Grade: TMS 1-6 Directorate: Children, Learning and Young People's Directorate Service: Primary Schools Location: St Christopher Primary School Post Number:</p>
--	--

 <p>Class Teacher</p>	<p>INTRODUCTION In order to meet the high standards expected of a teacher in our school, the Governing Body are seeking to employ a person with the following qualities and experience, skills and abilities.</p> <p>Written application Please provide evidence drawing on your own experience how you would undertake this role at St Christopher Primary School.</p> <p>References Excellent and unequivocal including enhanced CRB</p> <p>Health and Attendance Good health and consistent attendance.</p>
Essential	Desirable
<ul style="list-style-type: none"> Qualified Teacher status. 	<ul style="list-style-type: none"> Evidence of further accredited qualification linked to teaching and learning.
Experience	
<ul style="list-style-type: none"> Recent relevant experience of Primary aged pupils. Experience and commitment to effective team work. Evidence of specialism in and/or experience of leading and co-ordinating a subject area. 	<ul style="list-style-type: none"> Teaching in more than one KS. A project that demonstrates positive outcomes for pupils through effective team working.
Professional Practice 1.1 (1), 1.2 (2) 1.2 (3) 1.2 (5) 1.3 (1) 1.3 (3) 1.4 (1) 1.4 (2) 1.4 (3) 1.5 (1) 1.5 (2) 1.5 (3) 1.5 (4) 1.6 (1) 1.7 (1) 1.7 (2) 1.7 (3) 1.8 (3) 2.1 (2) 2.1 (4)	
<ul style="list-style-type: none"> Establish a safe stimulating environment for pupils, rooted in mutual respect Plan teaching to build on pupils' capabilities and prior knowledge. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Including overcoming barriers to 	<ul style="list-style-type: none"> Have a good up to date knowledge of a range of teaching, learning and behaviour management strategies. Be able to plan challenging and well organised sequences of lessons taking account of the needs of all pupils.

<p>learning for pupils.</p> <ul style="list-style-type: none"> • Have secure knowledge of the primary curriculum and motivate pupils' in the subjects and address misunderstandings. • Demonstrate high standards of literacy, articulacy and the correct use of Standard English. • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Have high expectations of behaviour; be able to use praise, sanctions and rewards consistently and fairly. • Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them. • Deploy support staff effectively. • Recognise the need to safeguard pupils' well-being, in accordance with statutory provisions 	<ul style="list-style-type: none"> • Have a secure knowledge and understanding of the curriculum and be able to offer leadership in a curriculum area (to be negotiated). • Experience of end of Key stage assessment (Foundation stage, KS1 SATs and/or KS2 SATs.)
<p>Professional Outcomes 1.2 (1) 1.2(2) 1.2 (3) 1.5 (1) 1.6 (3) 1.6 (4)</p>	
<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes. • Plan teaching to build on pupils' capabilities and prior knowledge. • Guide pupils to reflect on the progress they have made and their emerging needs. • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. • Use relevant data to monitor progress, set targets, and plan subsequent lessons. • Give feedback, both orally and through accurate marking, and encourage pupils to respond to feedback. 	<ul style="list-style-type: none"> • Be able to make effective use of assessment data to set challenging targets. • Demonstrate an understanding of pupil tracking data and account for impact and progress. • Knowledge of APP practices and knowledge of levels and expectations of pupils work. • Have experience of producing Summative report information for parents/carers and other outside agencies.
<p>Professional Relationships 1.1 (1) 1.6 (4) 1.7 (4) 1.8 (2) 1.8 (3) 1.8 (5) 2.1 (1) 2.1 (3) 2.1 (4)</p>	
<ul style="list-style-type: none"> • Establish a safe stimulating environment for pupils, rooted in mutual respect. 	

<ul style="list-style-type: none"> • Maintain effective appropriate relationships with pupils. • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Deploy support staff effectively. • Communicate effectively with parents with regard to pupils' achievement and well-being. • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. 	<ul style="list-style-type: none"> • Experience of working in at least a two form of entry school.
<p>Professional Development 1.2 (4) 1.2 (5) 1.3 (1) 1.3 (2) 1.3 (4) 1.3 (5) 1.4 (5) 1.5 (2) 1.5 (3) 1.5 (4) 1.6 (1) 1.8 (4) 2.1 (2) 2.3</p>	
<ul style="list-style-type: none"> • Have secure knowledge of relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings. • Demonstrate a critical understanding of developments in the subject and curriculum areas. • Demonstrate effective approaches to both literacy and numeracy. • Contribute to the design and provision of an engaging curriculum within the relevant subject areas. • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. • Take responsibility for improving teaching through appropriate CPD, responding to advice and feedback from colleagues. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the positive impact a well organised, stimulating learning environment has on achievement and attainment. • Having examples of CPD engagement that has impacted on raising in pupil attainment.
<p>Professional Conduct 1.1 (3) 1.7 (1) 1.8 (1) 2.1 (1) 2.1 (2) 2.1 (3) 2.1 (4) 2.1 (5) 2.22.3</p>	
<ul style="list-style-type: none"> • Be an effective role model who demonstrate consistently the positive attitudes, values and behaviour which is expected of pupils. • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Make a positive contribution to the wider life and ethos of the school. • Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's 	<ul style="list-style-type: none"> • Working in partnership and year group leadership. • Be able to provide examples of whole school impact and effective partnership working.

<p>professional position.</p> <ul style="list-style-type: none"> • Demonstrate proper and professional regard for the ethos, policies and practice of the school, and maintain high standards in their own attendance and punctuality. • Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	
<p>Special Requirements</p>	
	<ul style="list-style-type: none"> • This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS). <p><i>N.B For posts subject to Protection of Children and Vulnerable adults please delete as Appropriate</i></p>

Date Reviewed: January 2017