

Person Specification

## Class Teacher

November 2024

|   | Essential    | Desirable    |
|---|--------------|--------------|
| QUALIFICATIONS AND EXPERIENCE   |              |              |
| Qualified Teacher Status  | $\checkmark$ |              |
|   |              |              |
| KNOWLEDGE, UNDERSTANDING & EXPECTATIONS   |              |              |
| Secure understanding of the primary curriculum and related assessment<br>procedures   | $\checkmark$ |              |
| Knowledge of effectively planning for mixed age classes   |              | $\checkmark$ |
| Displays high expectations and a commitment to raising standards for all pupils   | $\checkmark$ |              |
| Commitment to providing a high quality learning environment   | $\checkmark$ |              |
| Understanding of effective behaviour management strategies  | $\checkmark$ |              |
| Understanding of how assessment for learning strategies are used to support progress  | $\checkmark$ |              |
| Secure working knowledge of safeguarding  | $\checkmark$ |              |
|   |              |              |
| TEACHING EXPERIENCE   |              |              |
| Evidence of provision of quality first, inclusive teaching and learning   | $\checkmark$ |              |
| Evidence of working effectively as a member of a team   | $\checkmark$ |              |
| Evidence of effectively delivering a broad and balanced topic based curriculum  | $\checkmark$ |              |
| ADDITIONAL QUALITIES  |              |              |
| Fully supports and engages with the school's Quaker Values and ethos  | $\checkmark$ |              |
| Warmth and sensitivity in relationships with adults and children  | $\checkmark$ |              |
| Enthusiasm, flair and creativity  | $\checkmark$ |              |
| Commitment to, and understanding of, equal opportunities  | $\checkmark$ |              |
| Excellent written and oral presentation skills  | $\checkmark$ |              |
| Flexibility and adaptability  | $\checkmark$ |              |
| Commitment to partnership with the head teacher, governors, staff, parents and the wider community                              | $\checkmark$ |              |
| Ability to lead and manage support staff effectively, including staff responsible for supporting children with additional needs | $\checkmark$ |              |