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AI-generated content may be incorrect.**Forty Hill CE Primary School   
Person Specification**

**Post Title: Class teacher**

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level | ✓ |  |
| Qualified teacher status | ✓ |  |
| **Experience** |  |  |
| Proven experience as a classroom teacher in a mainstream primary school or successful teaching placements. | ✓ |  |
| **Professional Knowledge and Understanding** |  |  |
| Must have a sound knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential | ✓ |  |
| Have a sound knowledge and understanding of the National  Curriculum as well as the EYFS Framework. | ✓ |  |
| Have a sound knowledge and understanding of the curriculum and pedagogical issues relating to learning and teaching, | ✓ |  |
| Understanding of and commitment to the school policies, in particular:   * Participation and implementation of the School Berhvaiour Policy * Awareness of Health and Safety implementation in the workplace * Implementation of the school Equal Opportunities Policy * Ensuring safeguarding procedures are followed to promote the welfare of all children. | ✓ |  |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN | ✓ |  |
| Familiarity with writing and delivering effective Individual Education Plans (IEPs) for pupils with SEND |  | ✓ |
| **Professional Skills and Abilities** |  |  |
| Be able to promote high standards of literacy, articulacy and the correct use of standard English, orally and in writing | ✓ |  |
| Sound ICT knowledge and skills relating to class teaching and be able to demonstrate the effective use of ICT to enhance teaching and learning | ✓ |  |
| Must be able to plan lessons for all the pupils in a class, setting clear learning objectives, success criteria and adapted tasks | ✓ |  |
| Must be able to keep records of pupil progress in line with school policy | ✓ |  |
| Must be able to use assessments of pupils learning to inform future planning | ✓ |  |
| Ability to plan and work collaboratively with colleagues | ✓ |  |
| **Personal Qualities** |  |  |
| Must be confident to build positive relationships with parents in order to encourage their close involvement in the education of their children | ✓ |  |
| Must be able to promote collaboration and work effectively as a team member | ✓ |  |
| Must have good communication skills both orally and in writing as well as the proficient use of word processing and computer spreadsheets (Word and Excel) | ✓ |  |
| Must be able to manage own workload effectively (in order to achieve a work-life balance) | ✓ |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ |  |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | ✓ |  |
| Ambitious and willing to work hard, making the most of the additional opportunities that a small school can offer | ✓ |  |
| To practise equal opportunities in all aspects of the role and around the work place in line with policy | ✓ |  |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓ |  |