

## Class Teacher Person Specification

## The Federation of Nettlestone and Newchurch Primary Schools



|                | Essential  | Desirable for this particular post                               |
|----------------|--|--|
| Qualifications | Qualified Teacher Status   | Evidence of continuous CPD and                                   |
|                |  | commitment to further professional                               |
|                |  | development.   |
| Experience     | The Class Teacher will have:   | They may also have:  |
|                | December of togething English and  | Evidonos of (autotan dina/ losson                                |
|                | Recent experience of teaching English and Maths and foundation subjects within Key | Evidence of 'outstanding' lesson observations.                   |
|                | Stage 1 or 2.  | Observations.  |
|                | Stage For Z.   | Contributing to school development plans                         |
|                | A good understanding of the teaching of  | and evaluation and producing action plans.                       |
|                | early reading, writing and number.   |  |
|                | 3 3, 3   | Particular experience of working                                 |
|                | Evidence of observed lessons being at least  | successfully towards statutory                                   |
|                | 'good' or better.  | assessments.   |
|                |  |  |
|                |  | Evidence of leading or willing to contribute                     |
|                |  | to wider curriculum development.                                 |
|                |  | A passion for loading Art  |
| Knowledge and  | The Class Teacher will be able to  | A passion for leading Art.  They may also be able to demonstrate |
| understanding  | demonstrate:   | the ability to:  |
| understanding  |  | the ability to .   |
|                | The theory and practice of providing   | Adopt a creative curriculum using cross                          |
|                | effectively for the individual needs of all  | subject links.   |
|                | children (e.g. classroom organisation and  | ,  |
|                | learning strategies)   | Be able to work successfully within an                           |
|                |  | environment that supports the pedagogy                           |
|                | An understanding of the National   | linked to continuous provision.                                  |
|                | Curriculum, related assessment and   |  |
|                | pedagogies.  | Working knowledge of successful teaching                         |
|                | Effective teaching and learning styles   | and learning in readiness for statutory assessments.             |
|                | Lifective teaching and rearring stgres   | assessments.   |
|                | The monitoring, assessment, recording and  | Understand trauma informed environments                          |
|                | reporting of pupil progress.   | and associated practice.   |
|                |  | ·  |
|                | The use of marking and feedback to secure  |  |
|                | progress for all pupils.   |  |
|                | The chility to use interpretion to see   |  |
|                | The ability to use intervention to secure progress for all pupils.                 |  |
|                | progress for all papils.   |  |
|                | The statutory requirements of legislation  |  |
|                | concerning Keeping Children Safe, Health   |  |
|                | and Safety, Equal Opportunities and SEND.  |  |
|                |  |  |
| Skills         | The Class Teacher will have an ability to:   | They may also be able to:  |
|                | Durante the Forderstins of Minima Dec. 11.1  | Davidso stantanias facilitati di salama i                        |
|                | Promote the Federation's Mission Possibles   | Develop strategies for creating community                        |
|                | positively.  | links.   |
|                | Develop positive personal relationships  | Provide evidence of all pupils making                            |
|                | within the team.   | excellent progress.  |
|                |  |  |

|                             | Establish and develop effective relationships with pupils, parents, governors and the wider community.  Communicate effectively both orally and in written form.   |   |
|-----------------------------|--|---|
|                             | Create a happy, challenging and effective learning environment where all children make at least good progress and achieve their potential.   |   |
| Personal<br>Characteristics | Commitment to working with parents/carers as partners in learning  Emphasis on putting the children first  Commitment to raising achievement  Good sense of humour  Ambitious for the school and wider federation  Adaptability to changing circumstances and new ideas  Have the temperament to remain calm at all times  An acknowledgement that learning is fun  Have a positive attitude and enthusiasm for all aspects of school life | Willingness to be fully involved the life of the school community |
|                             | Excellent team player.   |   |