



PERSON SPECIFICATION – CLASS TEACHER

Qualifications

- Qualified Teacher Status (essential);
- Evidence of participation in relevant professional development;
- Evidence of participation in child protection/safeguarding children training.

Knowledge and Understanding of the Curriculum

- Understanding of safeguarding and child protection procedures;
- A clear and good understanding of current educational issues, theory and practice, with particular regard to;
 - the Early Years Foundation Stage,
 - the National Curriculum,
 - equality and issues relating to pupils' access to learning,
 - classroom management.

Teaching Skills

- Evidence of good teaching in the Foundation Stage and/or Key Stage 1;
- An understanding of how to use assessment to inform planning for good teaching and learning;
- An ability to demonstrate effective planning of lessons to meet pupils' differing learning needs;
- A commitment to equal opportunities practice and inclusion;
- An ability to use ICT effectively to engage pupils;
- Evidence of good classroom management skills;
- An ability to create a happy, challenging and effective learning environment;
- A commitment to and involvement in all aspects of school life;
- Experience of working with and developing links with parents/carers and the wider community.

Personal Qualities

- A willingness to support and uphold the school's Christian ethos;
- A willingness to learn and develop new skills;
- A desire to make a difference to the lives of children;
- An ability to work as part of a team and experience of leading a team;
- A commitment to the collaboration with Selston CE Infant School and Nursery School;
- An ability to communicate effectively with a range of people;
- Good listening skills;
- Well organised and practical;
- Adaptable and flexible;
- Calm under pressure;
- An ability to form and maintain appropriate professional relationships and boundaries with children and parents/carers;
- An ability to deal with sensitive information in a confidential manner;
- A caring and positive nature.