

**Person Specification**

**Post Title:** Class Teacher



***Vision: All children make at least good progress; no underperforming cohorts, groups or schools; all teachers enabling good or better learning; schools aim to be outstanding***

<b>School: The St Augustine’s Academy</b>	

CATEGORY	Essential	Desirable	Evidence (Interview & Application)
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>To have completed DCSF recognised initial teacher training course leading to Qualified Teacher Status prior to commencement in post;</li> <li>To have trained, or being trained for the appropriate age group;</li> <li>A degree or equivalent qualification;</li> <li>Evidence of in service professional development.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>Application</p> <p>Application</p> <p>Application</p> <p>Application</p>
<p><b>Professional Values, Practice &amp; Experience</b></p> <ul style="list-style-type: none"> <li>Effective communication skills to develop the partnership with pupils, parents/carers and colleagues;</li> <li>Awareness of the school environment, including links with the local community;</li> <li>Awareness of the professional values and behaviour expected of teachers;</li> <li>Commitment to professional development using targets agreed during induction;</li> <li>Have a commitment to robust Child Protection Procedures.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>A &amp; I</p> <p>A &amp; I</p> <p>A &amp; I</p> <p>A &amp; I</p> <p>A &amp; I</p>
			<b>Evidence</b>

CATEGORY	Essential	Desirable	(Interview & Application)
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the National Primary Strategy and the National Curriculum;</li> <li>• A thorough knowledge and understanding of the revised National Curriculum, Foundation Stage Profile and National Strategies for English and Mathematics;</li> <li>• Experience of using ICT effectively both in curriculum planning and teaching;</li> <li>• Understanding of your responsibilities under the SEN Code of Practice &amp; Child Protection Procedures;</li> <li>• Knowledge and experience of developing a purposeful learning environment;</li> <li>• Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning;</li> <li>• Commitment to equal opportunities and inclusion.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>A &amp; I</p> <p>A &amp; I</p> <p>Application</p> <p>A &amp; I</p> <p>Application</p> <p>A &amp; I</p> <p>A &amp; I</p>
<p><b>Planning, Expectations and Targets</b></p> <ul style="list-style-type: none"> <li>• Knowledge and experience of applying a framework of curriculum planning which: <ul style="list-style-type: none"> <li>- Includes long and short term plans;</li> <li>- Requires learning objectives and success criteria to be identified for classes, groups and individuals;</li> <li>- Enables monitoring, assessment and recording of pupils' progress.</li> </ul> </li> <li>• Understands the role of Target Setting in improving rates of progress and raising attainment;</li> <li>• Know and use local and national statistics to evaluate the effectiveness of teaching;</li> <li>• Understanding the role of other professionals in maximising pupils' learning;</li> <li>• Partake in holiday clubs for pupils as required (For example, Easter Club, Saturday School)</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>
CATEGORY	Essential	Desirable	Evidence (Interview &

			<b>Application)</b>
<p><b>Teaching and Class Management</b></p> <ul style="list-style-type: none"> <li>Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils;</li> <li>Knowledge and experience of interactive teaching methods and collaborative group work, which enable pupils to take responsibility for their own learning;</li> <li>Experience of enabling pupils with different learning needs and of varying abilities to maximise their learning through provision of differentiated activities;</li> <li>Awareness of equality issues, including maximising opportunities to explore and promote equality and raise awareness of diversity through teaching and learning;</li> <li>A thorough knowledge of a range of behaviour management strategies and how to implement them effectively in line with agreed school behaviour policy.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>Interview</p> <p>Application</p> <p>Interview</p> <p>Application</p> <p>Interview</p>
<p><b>Work-related Personal Requirements</b></p> <ul style="list-style-type: none"> <li>Suitability to work with children</li> </ul>	<p>✓</p>		<p>Application</p>
<p><b>School Specific</b></p> <ul style="list-style-type: none"> <li>A thorough understanding of the core subjects (Mathematics &amp; English) and the delivery of these to ensure maximum pupil attainment and progression.</li> </ul>	<p>✓</p>		<p>Interview</p>

