

### Seghill First School Person Specification Year 3 Class Teacher

	Essential	Desirable	Evidence
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>a) Recognised national teaching qualification.</li> <li>b) Graduate status.</li> <li>c) Primary phase qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of recent professional development.</li> <li>• Experience of subject co-ordination/leadership</li> </ul>	Q F
<b>Experience</b>	<ul style="list-style-type: none"> <li>a) Recent classroom experience with Key stage 1 and 2 pupils.</li> <li>b) Experience of working as part of a team.</li> <li>c) Taught using a variety of teaching styles and modes of learning.</li> <li>d) Experience of teaching in a mixed ability class using a variety of styles.</li> <li>e) Experience of innovative use of ICT in the classroom to enhance learning.</li> <li>f) Experience of parent/community involvement.</li> <li>g) Attendance at relevant professional development courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of teaching experience in more than one school.</li> <li>• Experience of a leadership role in the curriculum.</li> <li>• Teaching experience in Key Stages 1 and 2.</li> <li>• Experience of running extra-curricular activities.</li> </ul>	L I R O
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>a) Excellent classroom practitioner, in terms of planning, challenging gifted pupils, innovatively supporting special needs and creatively organising the learning environment.</li> <li>b) Experience of creating a stimulating classroom and differentiated learning environment.</li> <li>c) Knowledge and understanding of early pedagogy and the development of children between birth to 5 and beyond.</li> <li>d) Experience of effectively supporting disadvantaged children to achieve well.</li> <li>e) Ability to forward plan, organise, communicate and evaluate effectively.</li> <li>f) A secure knowledge and understanding of the primary framework and pedagogy.</li> <li>g) Knowledge of assessment procedures, moderation and evaluation in Early Years, and Key Stages 1 and 2.</li> <li>h) Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries.</li> <li>i) Ability to deploy of positive behaviour management strategies effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to manage, coordinate and monitor an area of the curriculum.</li> </ul>	L I R O

	Essential	Desirable	Evidence
<b>Personal attributes</b>	a) Energetic creative and lively member of staff who is flexible and adaptable and committed to the whole life of the school. b) Willingness to liaise and communicate effectively as a team member. c) High expectations of pupil achievement. d) Caring attitude to children and parents. e) Understanding of and commitment to equal opportunities. f) Well-motivated, dedicated and able to manage time effectively. g) Gifted at communicating an enthusiasm for learning to young children. h) Dedicated to working with parents as partners. i) Motivation and resilience in challenging circumstances. j) Demonstrates excellent relationships with staff, pupils, parents and governors. k) Willingness to pursue professional development opportunities. l) Willingness to provide extra-curricular activities.		L I R O

#### Evidence key

F application form	L letter of application	I interview and tasks
R references	O observation of teaching	Q qualifications / DBS check