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**Cragside Primary School**

**Person Specification – Class Teacher**

**Part A: Application Stage**

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

**Essential:**

|  |  |  |
| --- | --- | --- |
|  |  | Assessment method |
| 1 | Qualified Teacher Status (QTS), Degree. | Application form |
| 2 | Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs. | Interview/Reference |
| 3 | Recent experience of teaching in Key Stage 1 | Application form/reference |
| 4 | A good knowledge and understanding of all curriculum areas and the relevant statutory and non-statutory guidance. | Application form/interview |
| 5 | A good, up to date working knowledge and understanding of teaching, learning and assessment. | Application form/interview |
| 6 | Excellent classroom and behaviour management strategies. | References/Interview |
| 7 | Good written communication skills. | Application form |
| 8 | Evidence of relevant and on-going professional development and training. | Application form/references |
| 9 | An enthusiastic and inspiring educator. | Application form/ references/interview |
| 10 | A clear understanding of safeguarding practices. | Application form/ interview/references |

**Desirable:**

|  |  |  |
| --- | --- | --- |
|  |  | Assessment method |
| 11 | Willingness to contribute to school events and activities. | Application form/ References |
| 12 | Other interests / expertise that would benefit learners and the school. | Application form/references |

**Part B: Assessment Stage**

The application stage criteria and the criteria below will be further explored at the assessment stage. The following methods of assessment will be used: Interview and lesson observation.

**Essential**

|  |  |
| --- | --- |
| 1 | An understanding and ability to set realistic and challenging targets and be able to assess and review learners’ progress. |
| 2 | Able to communicate effectively with children, young people, colleagues and parents/carers. |
| 3 | Able to engage and motivate learners in the school environment. |
| 4 | Able to contribute to and support the development of the curriculum (If ECT a willingness to shadow someone). |
| 5 | Have positive values, attitudes and have high expectations for learners. |
| 6 | Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. |
| 7 | Able to work collaboratively as member of a team and contribute to the professional development of colleagues, including the sharing effective practice. |
| 8 | Able to plan, organise, prioritise and manage time effectively. |
| 9 | Good verbal and interpersonal skills. |
| 10 | Have positive values, attitudes and have high expectations for learners. |
| 11 | Willing and able to contribute to whole school development initiatives / school improvement planning / self-evaluation. |

**Desirable**

|  |  |
| --- | --- |
| 13 | A willingness and ability to teach across the primary age range. |
| 14 | Willing and able to contribute to extra-curricular activities. |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Disclosure and Barring Service (DBS). |
| 2 | Appropriate overseas checks as necessary. |
| 3 | Qualified Teacher Status (QTS) with professional registration with the General Teaching Council for England. |
| 4 | Two references from current and previous employers (or education establishment if applicant not in employment). |
| 5 | Right to work check. |
| 6 | Medical clearance. |