

Freegrounds Junior School Class Teacher Person Specification

FACTOR	
QUALIFICATIONS	<ul style="list-style-type: none"> ➤ Qualified Teacher Status
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> ➤ To have a clear knowledge and understanding of the Primary National Curriculum and its application. ➤ A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range. ➤ To be able to develop a creative curriculum.
COMMUNICATION	<ul style="list-style-type: none"> ➤ The ability to communicate effectively in a verbal and written form to a range of audiences. ➤ To be able to work well within a team. ➤ To understand the importance of communication both within school and with parents and the wider community.
SKILLS AND APTITUDES	<ul style="list-style-type: none"> ➤ To motivate and inspire pupils. ➤ The ability to teach the full range of subjects across Key Stage 2. ➤ The ability to contribute to a specific curriculum area as subject leader. ➤ To be able to use effectively a variety of teaching and organisational styles and resources including ICT. ➤ A willingness to work throughout Key Stage 2. ➤ To have the ability to develop and maintain good professional relationships and contribute positively to curriculum development. ➤ Ability to set high standards and provide a role model for staff and pupils. ➤ Ability to deal sensitively with people and resolve conflict. ➤ Ability to work with and deploy staff and resources effectively.
PROFESSIONALISM	<ul style="list-style-type: none"> ➤ Follow agreed school policies. ➤ Ability to build and maintain professional relationships with pupils, parents and colleagues. ➤ Willingness to be involved in the wider life of the school. ➤ Present a positive role model for pupils, parents and the wider community. ➤ To carry out a professional role with respect to the safeguarding and radicalisation of pupils. ➤ To be committed to raising the levels of achievement of children of all abilities. ➤ Able to work effectively within a team. ➤ Willingness to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
PERSONAL QUALITIES	<ul style="list-style-type: none"> ➤ Passion about teaching and learning. ➤ Display warmth, care and sensitivity in dealing with children. ➤ Open minded, self-evaluative and adaptable to changing circumstances and new ideas. ➤ Able to enthuse and reflect upon experience. ➤ Ability to prioritise. ➤ Good interpersonal/communication skills. ➤ When all the above fail, to maintain good sense of humour, a willingness to learn and the will to continue to strive for excellence.

Teaching Standards

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.