**CLASSROOM TEACHER**

**PERSON SPECIFICATION**

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| **Attributes** | **Essential Criteria** | **Desirable Criteria** |
| QUALIFICATIONS | * Qualified Teacher Status * Upper KS1 experience | Good honours degree  Evidence of further professional study |
| EXPERIENCE | * Experience of working in a KS1 setting * Experience of teaching phonics * Experience of working with children with SEN/EAL/PP * Experience of leading at least one curriculum subject | Experience of working in a Local Authority school  Experience of supporting children and families for children with special educational needs |
| PHILOSOPHY | * Commitment to working within a curriculum framework in which child centred developmental learning occupies a central role. * Commitment to and enthusiasm for integrated services * An understanding of a commitment to equality, principles and practice. |  |
| CURRICULUM | * A sound knowledge of the KS1 curriculum * Evidence of record keeping and assessment to support teaching and learning * Computer literacy * A sound understanding of the impact of marking and feedback on children’s progress |  |
| WIDER ROLE | * Experience of and commitment to working in partnership with parents * Experience of liaison with governors, other schools and a range of other agencies * An up to date knowledge of current national strategies * Good communication and interpersonal skills | Willingness to participate in the delivery of training  Experience of extended services for children and families |
| OTHER | * Commitment to continuing professional development * A clearly stated view on the role of the classroom teacher in Ashton St Peter’s * Ability to manage workload and meet deadlines * To understand and adhere to, the importance of providing children with a tidy and organised environment conducive to learning | Car user |
| APPLICATION | * Well presented structured application addressing all aspects of the person spec |  |
| REFEREES | * Full supportive reference covering candidates professional, personal and leadership qualities |  |