



St Mary's Bryanston Square CE Primary School

Excellence with Compassion

'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'

Class Teacher Person Specification

Qualifications and training	DfE recognised qualified teacher status
Professional Attributes	<p>High expectations of children including a commitment to ensuring they can achieve their full educational potential</p> <p>Positive values and attitudes and adopts high standards of behaviour in the professional role</p> <p>Lead by example and demonstrates very high teacher expectations</p> <p>Communicates effectively and consistently with children</p> <p>Communicates effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being</p> <p>Commitment to collaborative working where appropriate</p> <p>Evaluates performance and is committed to improving practice through appropriate professional development, willing to learn and develop new skills</p> <p>Acts upon advice and feedback and is open to coaching and mentoring</p> <p>Prioritises and manages own time effectively and works consistently to deadlines</p> <p>Self motivated, with stamina and resilience</p> <p>Able to effectively line manage a Teaching Assistant</p> <p>Committed to the provision of a broad, balanced and differentiated curriculum which meets the needs of children and promotes their individual development</p> <p>Committed to high standards of achievement, behaviour and social development</p> <p>Committed to equal opportunities for all pupils, staff and parents at the school</p> <p>Flexible in approach and understands the needs of the whole school</p> <p>Able to work in partnership with the Headteacher, staff, governors, parents to promote the aims of the school</p> <p>Demonstrates a good health and attendance record</p>
Professional Knowledge & Understanding	<p>Up to date knowledge and understanding of the National Curriculum programmes of study and level descriptors</p> <p>Up to date knowledge and understanding of the teaching of reading and phonics</p> <p>Plans for reading, writing, communication and mathematical opportunities across the whole curriculum</p> <p>Works closely with the SENDCo and other professionals to implement and monitor the effectiveness of interventions</p> <p>Good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and knows how to use them so all learners can fulfil their potential</p> <p>Knows the assessment requirements and arrangements for subjects/curriculum areas taught, including those related to end of Foundation Stage and Key Stage assessments</p>

	<p>Knows a range of approaches to assessment, including the importance of formative assessment</p> <p>Marks pupils work so that it clearly demonstrates what the next steps are and how your involvement has impacted upon the children's learning</p> <p>Has an excellent grasp of school data and how the performance of pupils measures against local and national data. Has a strong knowledge of test and assessment demands in a given subject area</p> <p>Knows how to make effective personalised provision for children and how to take practical account of diversity and promote equality and inclusion in teaching</p> <p>Knows how to identify potential child abuse or neglect and follow the safeguarding procedures</p>
<p>Professional Skills and Abilities</p>	<p>Plans for progression across the age and ability range</p> <p>Plans, sets and assesses homework in line with school policy</p> <p>Teaches challenging, well organised lessons and sequences of lessons across the appropriate age and ability range</p> <p>Teaches challenging, well organised lessons and sequences of lessons across the appropriate age and ability range</p> <p>Teaches lessons which are well modelled and in which each section is linked together so pupils understand what they are learning and the story of their learning</p> <p>Uses assessment to diagnose learners' needs, sets realistic and challenging targets for improvement and plan future teaching</p> <p>Establishes a stimulating, purposeful and safe learning environment which:</p> <ul style="list-style-type: none"> • Reflects the taught curriculum • Is in line with whole school policy • Is creative and interactive • Uses resources to support study • Supports children's learning and targets • Complies with current legal requirements, national policies on safeguarding and well-being of children • promotes a confidence and love of learning <p>Manages learners' behaviour constructively in line with school's behaviour policy</p> <p>Promotes learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills</p> <p>Effective written and oral communication skills</p> <p>Well-developed organisational skills</p> <p>Effective interpersonal skills</p>