



Scorton CE Primary School



| Person specification form | | |
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| Post title: Y3/4 Class teacher | Grade: Main Pay Scale 1-6 | |
| Directorate: Children and Young People | Post number: | |
| Establishment or team: Scorton CE Primary School | | |
| Requirements (based on the job description) | Essential (E) or desirable (D) | To be identified by: application form (AF), interview (I), test (T), reference (R) or other (give details) |
| <u>Application</u> | | |
| Fully completed application form | E | AF |
| Well considered and relevant supporting letter | E | AF |
| Professional references should provide a strong level of support for skills, knowledge & attributes referred to below | E | R |
| <u>Qualifications</u> | | |
| Degree with Qualified Teacher Status | E | AF |
| <u>Experience</u> | | |
| Evidence of at least 2 years whole class responsibility for teaching and learning in a KS2 classroom with evidence of a positive impact on progress & attainment | E | AF/R/I |
| Experience of managing support staff effectively | E | AF/R/I |
| Experience of leading a curriculum area | E | AF/R/I |
| Evidence of continuing professional development | E | AF/R/I |
| Experience of teaching children with ASD/ADHD | D | AF/R/I |
| <u>Knowledge, skills and abilities</u> | | |
| Have high expectations of children, including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. | E | AF/R/I |
| Hold positive values and attitudes and adopt high standards of behaviour in their professional role. | E | AF/R/I |
| Communicate effectively with children, colleagues, parents and carers | E | AF/R/I |
| Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. | E | AF/R/I |

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| Know a range of approaches to assessment, including the importance of formative assessment. | E | AF/R/I |
| Know how to make effective personalised provision for those they teach, including those who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. | E | AF/R/I |
| Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge | E | AF/R/I |
| Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment. | E | AF/R/I |
| Ability to use ICT effectively to enhance teaching & learning | E | AF/R/I |
| Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. | E | AF/R/I |
| Establish a purposeful and safe learning environment in which all learners can thrive | E | AF/R/I |
| Other (including special requirements) | | |
| 1. Commitment to safeguarding and protecting the welfare of children and young people | E | I |
| 2. Commitment to equality and diversity | E | I |
| 3. Commitment to health and safety | E | I |
| 4. Satisfactory attendance record/commitment to regular attendance at work | E | R |
| Prepared by: Rebecca Scholz | | |
| Date: 27/09/21 | | |
| Note: We will always consider your references before confirming a job offer in writing. | | |