



# Classroom Teacher - Primary Setting

## Person Specification



E = Essential criteria, D = Desirable criteria

AF = Application form, I = Interview, T=Teaching

		Criteria	Evidence
<b>1</b>	<b>Personal Qualities</b>		
	Be able to support and model the distinctive Christian Ethos and values of the Academy within the wider context of the Vision and Values of Cidari Multi Academy Trust.	E	AF, I
	Have a commitment to the development and maintenance of positive partnerships between the Academy, the Trust, parents, and other stakeholders.	E	AF, I
	Have a commitment to a high level of pastoral care.	E	AF, I
	Demonstrate warmth, humour, enthusiasm and energy of personality.	E	I, T
<b>2</b>	<b>Experience</b> This post offers the opportunity to develop teaching and leadership experience in a framework of high professional expectations.		
	Recent and relevant experience of teaching children within the relevant key stage.	E	A, I, T
	Successful implementation of school improvement strategies and an ability to evaluate the impact of these on pupil attainment.	D	AF, I
	Experience of using strategies intended to narrow learning gaps between groups of pupils. Ability to describe examples and show understanding of impact on learning.	D	A, I
	Experience of having worked successfully in partnership with parents and / or governors.	E	AF, I
	Experience of teaching children with SEN.	E	AF, I
	Knowledge and understanding of Development Matters and the Early years foundation stage statutory framework.	E	AF, I
<b>3</b>	<b>Knowledge</b>		
	Knowledge and understanding of the National Curriculum 2014 and key attainment expectations expressed as 'age-related expectations'	E	AF, I, T
	Knowledge and understanding of the EYFS Statutory Framework, Early Learning Goals and other relevant good practice documents. Essential if the advertised post relates to a position in EYFS.	E	AF, I, T
	Knowledge of learning progression, as well as understanding of age-appropriate expectations, in mathematics, literacy, science and e-learning/ computing.	E	AF, I, T
	Knowledge of how to use marking and assessment to set targets and inform next step planning of learning.	E	AF, I

	Knowledge of how to promote equal opportunities, inclusion, and the safety and welfare of all.	E	AF, I, T
	Understanding of how children develop and how to identify potential barriers to learning.	E	AF, I

	Understanding of appropriate strategies for managing pupil's behaviour.	E	AF, I, T
	Understanding of ways to promote and develop pupils' social, emotional, mental, spiritual, moral and cultural well-being.	E	AF, I
	Understanding and/ or experience of effective leadership of an area of additional responsibility within a school or academy.	E*	AF, I
<b>4</b>	<b>Skills / Abilities</b>		
	An ability to use curriculum knowledge to plan effectively to deliver an exciting, engaging curriculum that attempts to meet the interests and needs of diverse learner groups.	E	AF, I, T
	Able to provide an effective, stimulating learning environment appropriate to the need and abilities of all pupils.	E	AF, I, T
	Able to recognise and evaluate quality teaching and learning.	E	AF, I
	Ability to use effective <i>assessment for learning</i> strategies to improve learning outcomes.	E	AF, I, T
	Able to motivate and engage pupils in learning across the whole school curriculum.	E	AF, I, T
	Able to manage and deploy learning support staff effectively to maximise learning opportunities for pupils.	E	AF, I, T
	Able to be reflective, innovative, dynamic and creative. Not afraid of taking risks to trial new approaches.	E	AF, I
	Able to work harmoniously within a team of professionals.	E	AF, I,
	Able to relate well to children, share their interests and enthusiasms and demonstrate high expectations for all.	E	AF, I, T
	Able to use appropriate and effective positive behaviour management strategies to maximise engagement and learning outcomes.	E	AF, I, T
	Able to communicate clearly and accurately both orally and in writing: meeting appropriate professional expectations in terms of style, punctuation, grammar and adaptability to address different audiences.	E	AF, I, T
	Able to use a range of ICT/ e-learning to enhance teaching and learning opportunities and to execute administrative tasks efficiently.	E	AF, I
	An ability to lead and manage the delivery of creative, visual and expressive arts across the academy or another area of whole school responsibility.	D	AF, I

5	Qualifications		
	Qualified Teacher Status	E	AF, I
	Graduate with teaching degree or equivalent qualification	E	AF, I
	Evidence of successful completion of teacher induction year or appropriate evidence/ reference to state you are on track to complete induction prior to taking up post	E*	AF, Ref
	Participation in a range of recent, relevant training and an ability to exemplify the impact of training on your professional development journey.	D	AF, I

\* For roles that welcome ECT applications this would be desirable

**Cidari Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**