Full-time post with year group to be confirmed. Applications from early career teachers are welcome.

Person Specification for Class Teacher

	Essential	**Desirable**
Qualifications	Qualified Teacher Status, or expected to achieve QTS before taking up the post. English and mathematics GCSE or equivalent.	Evidence of relevant professional development.
Experience	Experience of teaching primary pupils, including teaching placements for early career teachers. Evidence of effective classroom practice and supporting pupils' learning.	Experience across more than one primary year group. Experience of working with pupils with SEND and pupils learning English as an additional language.
Knowledge and understanding	Sound knowledge of the primary curriculum, with strong subject knowledge in English and mathematics. Understanding of how pupils learn and how to sequence learning, model clearly and provide appropriate practice. Understanding of formative assessment and adapting teaching to pupils' needs. Understanding of inclusive provision for pupils with SEND, disadvantaged pupils and pupils with EAL. Knowledge of safeguarding responsibilities and how to recognise and report concerns. Understanding of positive behaviour approaches and pupils' emotional and mental health.	Knowledge of statutory assessment arrangements across the primary phase. Knowledge of evidence-informed approaches to improving teaching.

	Essential	Desirable
Skills	Plan and teach clear, well-sequenced lessons with high expectations for all pupils. Check understanding, address misconceptions and adapt teaching and support. Create a safe, purposeful and inclusive learning environment. Use assessment to identify gaps, plan next steps and evaluate progress. Work effectively with additional adults and the SENDCo. Communicate clearly with pupils, colleagues, parents and carers. Support the school's Christian vision and values.	Ability or interest in contributing to the development of a curriculum area, appropriate to experience.
Personal characteristics	Approachable, empathetic and committed to children's welfare. Organised, reflective and willing to act on feedback. Collaborative, flexible and committed to school improvement. Committed to inclusion, equality and high expectations. Maintains professional conduct, boundaries and confidentiality.	