

Cavendish Church of England Primary School  
 Person Specification for the post of Class Teacher  
 Candidates should be able to demonstrate how they meet the current DfE Teachers' Standards.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

SPECIFICATION	ESSENTIAL	DESIRABLE
1. Qualifications	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	
2. Experience	<ul style="list-style-type: none"> <li>Experience of the Primary Curriculum</li> </ul>	Statutory Test Assessment experience
3. Knowledge, understanding and skills	<ul style="list-style-type: none"> <li>Knowledge and understanding of the characteristics of effective schools</li> <li>Ability and skills to facilitate learning and progress</li> <li>Plan &amp; teach well-structured lessons</li> <li>Ability to recognise children's strengths and barriers and respond appropriately in learning</li> <li>Experience of subject leadership, or a desire to undertake this over time</li> <li>A knowledge of theory and practice in providing child centred education that places pupils at the centre of learning</li> <li>Effective use of ICT in the classroom and as a management tool</li> <li>A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>Awareness of statutory assessment</li> </ul>	Proven success of achievement at Key Stage outcomes Evidence of year group progression Flexibility to work across Key Stages
4. Qualities	<ul style="list-style-type: none"> <li>Ability to think creatively and imaginatively</li> <li>Able to support the Christian ethos of the school</li> <li>Willing to apply our Vision Statement across the curriculum</li> <li>Empathy with children</li> <li>Ability to be reflective and self critical</li> <li>Able to work within a model of distributed leadership</li> <li>Manage delegated tasks with efficiency and professionalism</li> </ul>	Evidence of holistic/wellbeing support.
5. Relationships	<ul style="list-style-type: none"> <li>Ability to promote positive behaviour from all pupils ensuring high standards of discipline and good relationships</li> <li>Ability to work as an effective team member</li> <li>Understanding of the need for good home/school relationships and the school's responsibility to parents and carers</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Awareness of the need for the school to play a full part in the local community</li> </ul>	
6. Personal Characteristics	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Good communication skills</li> <li>• Aspirational</li> <li>• Commitment</li> <li>• Warmth &amp; enthusiasm</li> <li>• 'Can Do' attitude</li> <li>• High expectations of self and others</li> <li>• Promotes and supports inclusion and equality of opportunity</li> </ul>	
7. Professional Development	<ul style="list-style-type: none"> <li>• Demonstrate commitment to professional development</li> <li>• Keeps abreast of government initiatives</li> <li>• Keeping up to date with current developments &amp; research</li> <li>• Able to support and develop colleagues through sharing expertise</li> <li>• Is committed to furthering their own professional development</li> </ul>	
8. Reliability	<ul style="list-style-type: none"> <li>• Can demonstrate reliability over a period of time</li> </ul>	
9. Safeguarding	<ul style="list-style-type: none"> <li>• Is committed to ensuring a high standard of care for children.</li> <li>• Able to work within school frameworks for safeguarding and child protection.</li> <li>• Actively promotes our inclusive ethos.</li> </ul>	
10. References	<ul style="list-style-type: none"> <li>• Candidate is recommended</li> </ul>	