



	Essential	Desirable
<b>Qualifications</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> </ul>	<p>Qualified Teacher status.</p> <p>Degree or Degree / PGCE.</p>	<p>Evidence of INSET and commitment to further professional development.</p>
<b>Experience</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> </ul>	<p>The Class Teacher must have experience of:</p> <ul style="list-style-type: none"> <li>• Delivering high quality teaching within the primary age range.</li> <li>• Experience of working with vulnerable pupils within a whole class setting.</li> <li>• Safeguarding in a Primary School.</li> </ul>	<p>In addition, the Class Teacher might have experience of:</p> <ul style="list-style-type: none"> <li>• Teaching across the whole Primary age range.</li> <li>• Working in partnership with parents.</li> <li>• Working with children and young people in different settings.</li> </ul>
<b>Knowledge and understanding</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> <li>• lesson observation</li> <li>• interview</li> </ul>	<p>The Class Teacher must have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Effective teaching and learning styles.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress.</li> <li>• What constitutes quality and high standards in learning within Primary teaching and how to sustain this.</li> </ul>	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Assessment tasks including curriculum tests.</li> <li>• The links between schools and other agencies.</li> <li>• Partner school and network meetings / activities including cross phase activities that enhance provision.</li> </ul>

	<ul style="list-style-type: none"> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection/Safeguarding.</li> <li>• The positive links necessary within school and with all its stakeholders</li> </ul>	
<b>Skills</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• lesson observation</li> <li>• interview</li> </ul>	The Class Teacher will be able to: <ul style="list-style-type: none"> <li>• Create a happy, challenging and effective learning environment.</li> <li>• Demonstrate commitment to learning from first hand practical experiences.</li> <li>• Promote the school's aims positively, and use effective strategies to monitor pupil motivation and morale.</li> <li>• Develop good personal relationships within the school team.</li> <li>• Establish and develop close relationships with parents, governors and the community.</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences.</li> </ul>	In addition, the Class Teacher might also be able to: <ul style="list-style-type: none"> <li>• Lead on a curriculum subject within the school.</li> <li>• Lead additional enrichment and extra-curricular activities.</li> <li>• Show an interest and ability to lead activities.</li> <li>• Demonstrate high level IT competencies.</li> <li>• Develop strategies for creating community links.</li> </ul>
<b>Personal characteristics</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> </ul>	The Class Teacher should be able to demonstrate the following personal qualities through the application and interview processes: <ul style="list-style-type: none"> <li>• The ability to work within and promote the distinctively Christian ethos of the school.</li> <li>• A commitment to inclusion.</li> <li>• Dedication and determination.</li> <li>• Initiative</li> <li>• Approachability and empathy.</li> <li>• Organisation and resourcefulness.</li> <li>• Enthusiasm.</li> <li>• A commitment to reflective practice.</li> </ul>	

	<ul style="list-style-type: none"><li>• Patience: showing warmth, care, sensitivity and interest when dealing with children and carers.</li><li>• Willingness to be involved in the wider life of the school.</li><li>• Ability to work flexibly: self-evaluative adapting to changing circumstances and new ideas.</li></ul>	
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