



Person Specification – Class Teacher

ATTRIBUTES	Desirable (D) Essential (E)	Application (A) Interview (I) Reference (R)
QUALIFICATIONS.		
Qualified teacher status.	E	A
Degree.	E	A
Recent and relevant training.	D	A/I
PROFESSIONAL KNOWLEDGE AND EXPERIENCE.		
Ability to provide a high-quality, happy and secure learning environment that is responsive to the diverse needs of all learners, including pupils with SEND.	E	A/I/R
Excellent classroom practitioner, with secure knowledge of effective planning, differentiation and assessment to ensure every child can access learning and achieve well.	E	A/I/R
Demonstrates effective teaching and learning strategies that support a wide range of pupil needs.	E	A/I/R
Ability to use Assessment for Learning (AfL) to identify next steps, adapt provision and plan high-quality learning opportunities that promote progress for all pupils.	E	A/I/R
Demonstrates high expectations of behaviour and uses positive behaviour strategies consistently, with an understanding of how to support children who may require additional structure, regulation or emotional support.	E	A/I/R
Experience of teaching in KS1 and KS2, with the ability to adapt practice flexibly for different developmental, academic and social needs.	D	A/I/R
Understanding of Read Write Inc (RWI) and the ability to use systematic phonics approaches to support early reading, ensuring all children make strong progress.	D	A/I/R
Knowledge of the Mastering Number approach and the ability to deliver high-quality, consistent practice that develops fluency, number sense and confidence across diverse learners.	D	A/I/R
PROFESSIONAL SKILLS.		
Effective team member, able to collaborate closely with colleagues to ensure consistent, inclusive provision for all pupils.	E	A/I/R
Ability to work positively and sensitively with children and families recognising the importance of strong relationships, clear communication and a person-centred approach when supporting families with diverse needs.	E	A/I/R
Sets high expectations of all children and demonstrates a commitment to raising attainment and achievement, including for pupils who may require bespoke support, adapted pathways or additional intervention.	E	A/I/R
Confident in using ICT to enhance and support teaching and learning, including tools that aid accessibility, communication and structure for pupils with SEND.	D	A/I/R
Committed to safeguarding and promoting the welfare of all children.	E	A/I/R
Committed to health and safety procedures.	E	A/I/R
PERSONAL SKILLS AND ATTRIBUTES.		
Strong organisational and interpersonal skills, with the ability to communicate clearly, sensitively and effectively with pupils, colleagues and families.	E	A/I/R
Enthusiastic, adaptable and self-motivated, with a positive approach to meeting the varied needs of learners and contributing to a collaborative school culture.	E	A/I/R
Willingness to participate in extra-curricular activities and the wider life of the school, helping to create an inclusive and enriching learning community.	D	A/I/R
Fully committed to equality, diversity and inclusion.	E	A/I/R
Committed to ongoing professional development, including strengthening knowledge and practice related to SEND and inclusive teaching.	E	A/I/R