**Full-Time KS1 Class Teacher**

**Person Specification**

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| **Qualifications and Training** | Qualified Teacher Status<br><br>Experience teaching in a primary school setting.<br><br>Experience of middle leadership such as a subject leader.<br><br>Enthusiasm and commitment for an evidence-based approach to professional development. |
| **Experience** | **Teaching Experience** – Proven experience of teaching in a primary school setting.<br><br>**Curriculum Delivery** – Experience of planning, delivering, and assessing lessons in line with the National Curriculum.<br><br>**Classroom & Behaviour Management** – Ability to establish a safe and engaging learning environment with effective behaviour management strategies.<br><br>**Assessment & Progress Tracking** – Experience in using a range of formative and summative assessment methods to monitor and support pupil progress.<br><br>**Parental Engagement** – Experience of communicating with parents and carers to support pupils' learning and well-being.<br><br>**Leadership** – Experience of middle leadership including leading subjects and undertaking monitoring processes across all ages in a primary school.<br><br>**Team Collaboration** – Experience of working collaboratively with colleagues, support staff, and external agencies.<br><br>**Safeguarding Awareness** – Knowledge and experience of implementing safeguarding policies and procedures. |

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| | **Forest School** – Experience of leading Forest School or outdoor learning to support pupil development. |
| **Skills and Knowledge** | **Curriculum Knowledge –** A strong understanding of the National Curriculum and how to deliver it effectively.<br><br>**Lesson Planning & Delivery –** Ability to plan, structure, and deliver engaging and adapted lessons to meet the needs of all learners.<br><br>**Safeguarding & Child Protection –** A thorough understanding of safeguarding policies, procedures, and responsibilities, including the role of the Designated Safeguarding Lead (DSL) and how to report concerns.<br><br>**SEND & Inclusion –** Understanding of Special Educational Needs and Disabilities (SEND) and how to adapt teaching to support pupils with additional needs, including EHCPs (Education, Health, and Care Plans).<br><br>**Strong Communication Skills –** Ability to effectively communicate with pupils, parents, colleagues, and external professionals both verbally and in writing.<br><br>**Resilience & Adaptability –** Ability to remain positive and professional while managing workload, changing priorities, and unexpected challenges in a fast-paced school environment.<br><br>**Collaboration & Teamwork –** Ability to work well within a team, share good practices, and contribute to a supportive teaching environment. |
| **Personal Qualities** | **Passionate and Enthusiastic** – A genuine love for teaching and inspiring young minds, with a commitment to helping pupils reach their full potential.<br><br>**Caring and Nurturing** – A warm, approachable, and supportive attitude that fosters a safe and inclusive learning environment.<br><br>**Patient and Resilient** – The ability to remain calm, composed, and solution-focused when facing challenges in the classroom.<br><br>**Organised and Proactive** – Strong time management and organisational skills to effectively plan lessons, manage workloads, and meet deadlines.<br><br>**Confident and Motivational** – The ability to engage, motivate, and inspire pupils to develop a love for learning. |

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| | **Strong Communication Skills** – The ability to communicate clearly and effectively with children, parents, colleagues, and other stakeholders.<br><br>**Commitment to Safeguarding** – A strong understanding of child protection and safeguarding responsibilities, ensuring the safety and wellbeing of all pupils.<br><br>**Committed to the Christian ethos of the school.** |