



HARBOUR VIEW FEDERATION

Class Teacher Person Specification



NOTE FOR CANDIDATES

The person specification is a picture of the skills, knowledge and experience required for the job. It has been used to draw up the advertisement and will also be used in the short listing and interview process for this post. It is important, therefore, you address all the requirements below when completing your application. If you are successful in gaining a post at Harbour View Federation you will also be expected to fully meet the appropriate expectations within the National Teacher Standards.

| Criteria | Essential | Desirable |
|---|--|--|
| Qualifications and Professional Development <ul style="list-style-type: none"> • Qualified teacher • Degree or relevant professional qualification • Evidence of relevant continuous professional development | Yes Yes Yes | |
| Experience of <ul style="list-style-type: none"> • Key Stage 1 age range curriculum experience • Key Stage 2 age range curriculum experience • The National Strategies, interpreted for the needs of the school • Using a range of teaching strategies • The use of ICT and other new technologies to raise standards and motivate learners • Successful parental liaison • Using IEPs effectively to refine interventions for children • Managing behaviour for effective learning • Making effective use of Assessment for Learning strategies • Using data and assessment information to inform planning • The International Primary Curriculum • Being a reflective practitioner | Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes | Yes Yes |
| Beliefs and attitudes <ul style="list-style-type: none"> • A commitment to developing children as independent learners • A commitment to a learning culture • A strong belief in and commitment to teamwork • A strong commitment to inclusive education | Yes Yes Yes Yes | |
| Knowledge Excellent understanding of: <ul style="list-style-type: none"> • Effective primary practice • Current educational developments and their impact on learning • Assessment, recording and reporting and its use in accelerating pupil progress • How to make effective use of performance data and other evidence to support, monitor, evaluate and track improvements in pupil's learning • Effective Safeguarding practices | Yes Yes Yes Yes Yes | |
| Criteria | Essential | Desirable |
| Qualities and Aptitudes | | |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Passionate about teaching, learning and caring for all pupils • Possess integrity and is consistent, fair, open and honest • Treats all individuals with respect and maintains professional confidentiality • Confident, enthusiastic and excited by challenge • Creative and innovative • Sensitive, approachable and a good listener • Able to manage the pace of change • Able to be reflective and to recognise when own skills and experience need support to meet the needs of the school • Motivated and committed to making a difference to the lives of children • Work as a member of a team whilst also making an individual, full contribution to different teams within school | <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> | |
| <p>Skills</p> <ul style="list-style-type: none"> • Outstanding classroom practitioner • Effective communication and interpersonal skills • Ability to maintain and develop good sensitive personal relationships with children, staff, governors, parents and the community • Ability to interpret data and use it to inform actions for maximising pupil progress • Ability to lead and manage effective strategies for behaviour management • Ability to work collaboratively • Make an effective contribution to the inclusive school ethos • Ability to prioritise to meet deadlines • To use ICT effectively • To be an effective team member | <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> | |