

# Victory Primary School

## Class Teacher Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Good Honours degree</li> <li>Other qualifications / CPD specific to primary school teaching</li> </ul>
<b>Skills and experience</b>	<ul style="list-style-type: none"> <li>Excellent interpersonal, communication and organisational skills</li> <li>At least 2 years experience of successful teaching in EYFS, Year 1 or upper KS2, with a clear understanding of the teaching strategies and assessments required ( If ECT, successful completion of course )</li> <li>Detailed understanding of the Primary or EYFS curriculum</li> <li>Clarity of thinking on what constitutes high quality learning, and effective curriculum provision</li> <li>Experience of working with SEN and EAL pupils</li> <li>The ability to differentiate work to meet the needs of all ability groups and have high expectations for all pupils</li> <li>To keep accurate and up to date records of progress and achievement</li> <li>Understand the key principles of effective marking</li> <li>Thorough understanding of safeguarding children</li> <li>Have a strong interest and ability in ICT and its opportunities to enrich the curriculum</li> <li>Sound knowledge and understanding of how to create an inspirational, stimulating and creative learning environment to maximise children's opportunity to learn</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of good /outstanding teaching</li> <li>Understanding of the requirements of EYFS, Year 1 or KS2</li> <li>Experience of teaching phonics and the phonics screen check</li> <li>Experience of reception baseline assessments</li> </ul>
<b>School ethos</b>	<ul style="list-style-type: none"> <li>An ability to be a personal role model of professionalism, having high expectations of self and others</li> <li>An understanding of the need for equality of opportunity , regardless of children's gender, cultural or social economic background or disability</li> <li>A belief in child centred, holistic and life-long learning</li> <li>Upholding and modelling our school values</li> </ul>	

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<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Ability to develop and maintain positive relationships with children and be involved with life of the school community</li> <li>• Commitment to working with parents/carers as partners in learning</li> <li>• Commitment to further develop strong links with parents/carers and the community</li> <li>• Knowledge and understanding of the social and emotional aspects of learning including developing emotional literacy and how this can help behaviour management</li> </ul>	
<b>Personal qualities and attributes</b>	<ul style="list-style-type: none"> <li>• Emphasis on putting the children first and being ambitious for the school</li> <li>• Commitment to raising achievement for all pupils</li> <li>• Ability to communicate effectively in oral and written forms</li> <li>• Able to build and sustain good relationships</li> <li>• Good sense of humour</li> <li>• Adaptability to changing circumstances and new ideas</li> <li>• Have the ability to demonstrate a fair, unbiased and equitable approach to all situations</li> <li>• Personal commitment to working within a team</li> <li>• Have a positive attitude and enthusiasm for all aspects of school life</li> <li>• Ability to be reflective and accept advice</li> <li>• Evidence of personal commitment to professional development</li> </ul>	