



Person Specification Class Teacher at Gosforth Park First School

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

| | |
|---|--|
| 1 | A DfE recognised and relevant teaching qualification. |
| 2 | Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs. |
| 3 | Recent experience of teaching within the first school age range (including teacher training placements). |
| 4 | A good knowledge and understanding of primary subject(s) / curriculum areas and the relevant statutory and non-statutory curriculum frameworks. |
| 5 | A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies. |
| 6 | Excellent written communication skills. |
| 7 | Evidence of relevant and ongoing professional development and training (<i>not applicable for an ECT.</i>) |
| 8 | Able to support a curriculum area (to be agreed, please state specialism/interest in application) |

Desirable

| | |
|----|--|
| 9 | A degree which is relevant to primary education. |
| 10 | Other interests / expertise that would benefit learners and the school. |
| 11 | Experience of synthetic phonics and teaching of early reading and writing. |

Part B: Assessment Stage

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential

| | |
|---|--|
| 1 | An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress. |
| 2 | Able to communicate effectively with children, young people, colleagues and parents/carers. |
| 3 | Able to engage and motivate learners in the school environment. |

| | |
|----|---|
| 4 | Able to contribute to and support the development of an area of the curriculum or other whole school initiative. |
| 5 | Have positive values, attitudes and high expectations for learners. |
| 6 | Be aware of current legislation, policies and guidance on the safeguarding of children and the promotion of their wellbeing. |
| 7 | An ability to work collaboratively as a member of a team and contribute to the professional development of colleagues, including the sharing of effective practice. |
| 8 | An ability to plan, organise, prioritise and manage time effectively. |
| 9 | Good verbal and interpersonal skills. |
| 10 | Able to use IT knowledge and skills to enhance provision for pupils and use school systems effectively. |
| 11 | Have positive values and attitudes alongside high expectations for learners. |

Desirable

| | |
|----|---|
| 12 | A willingness and / or ability to teach across the First School age range |
| 13 | Willing and able to contribute to extra-curricular activities and whole school events. |
| 14 | Willing and able to contribute to whole school development initiatives / school improvement planning and self-evaluation. |

The following methods of assessment will be used:

| Method | | Method | |
|--------------------|-----|-----------------------------------|-----|
| Interview | Yes | Presentation | No |
| Lesson Observation | Yes | Structured discussion with pupils | Yes |
| Other tasks | Yes | Other (specify) | No |

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

| | |
|---|---|
| 1 | Enhanced Certificate of Disclosure from the Disclosure Barring Service |
| 2 | Additional criminal record checks if applicant has lived outside the UK |
| 3 | Children's Barred List check |
| 4 | Confirmation of Qualifications and Qualified teacher Status |
| 5 | DfE Prohibition List check |
| 6 | Identity and right to work in the UK check |
| 7 | Two satisfactory references from current and previous employers (or education establishment if applicant not in employment) |
| 8 | Medical clearance |