

St Bartholomew's Primary School

Personnel Specification – Class Teacher

	Essential	Desirable
1. Qualifications and professional development	Qualified teacher status; regular and active engagement in both school-based and external INSET; familiarity with the literature of current developments.	Further appropriate educational qualifications and / or broad in-service educational experience; displays clear thinking and enthusiasm.
2. Experience	Substantial, varied and successful teaching experience; evidence of excellent classroom practice; evidence of a range of curriculum responsibilities within the curriculum; experience of and clear ideas about the creative use of teaching areas and teaching styles. Understanding and willingness to co-operate within the management structure of the school.	Specific curriculum strength in a curriculum area. A positive and supportive approach to the development of the curriculum.
3. Application	Well-constructed and neat application showing personal philosophy and clear evidence of thinking about the role of class teacher in St Bartholomew's Primary School. Please include details of any particular curriculum strengths that you could develop and lead through the school.	Creative ideas to meet and extend beyond the requirements of this post.
4. Relationships	Evidence that the candidate understands the importance of involving all staff, pupils and their parents, Governors and other interested parties in maintaining and developing a clear and shared set of aims and objectives for St Bartholomew's Primary School.	Evidence of such co-operative work from the applicant's own experience.
5. School ethos	Applicant has clear ideas on the means by which a school might achieve and evaluate an ethos for developments in the 21st Century; a broad vision of education in the political present; has a real understanding of the importance of relationships; evidences a delight for teaching and a knowledge of learning.	Evidence of successful translation of personal philosophy into an effectively managed curriculum.
6. Pupils	Evidence that the applicant sees the role of the school as being able to provide effectively for the needs of all pupils; evidence that the applicant is aware of the assessment, monitoring and evaluation role within good primary schools; explanation of personal approach to achieving good behaviour in pupils.	Experience of good practice in identifying individual needs and of making appropriate provision; experience of pastoral care responsibility and the need for confidentiality at all times.

7. Curriculum	Should possess up-to-date, comprehensive and critical knowledge of the curriculum and recent developments; views should be appropriate to the aims and needs of multi-cultural education within a pluralist society.	Evidence of thinking about child development and its relevance to the process of teaching and learning; views on flexibility of teaching styles; imagination, creativity, vision and the capacity to encourage innovation.
8. Personnel management	Evidence of effective working within a team with professional colleagues; evidence of good practice in establishing and maintaining good professional relationships; clear ideas about own development and responsibilities to colleagues. Evidence of ability to lead and manage an area of the curriculum.	Good personal relationships, including the ability to handle difficult situations sensitively. An awareness of the requirements for a successful job share.
9. Resource management	Has clear ideas on the deployment of people, professional competence and the use of consumable and physical resources; understands the nature and restrictions of finite financial resources.	Should show an awareness of the organisational possibilities provided by the particular design of this semi-open plan building and mobile classrooms.
10. Special Educational Needs	Evidence of knowledge and understanding of the implications of the 2002 Act for the individual child at Primary school.	SEN Code of Practice for the individual child.
11. Parents	Should present developed views about parent involvement and parent / teacher consultation.	Some experience of working with parents in classrooms; participation in meetings with parents; involvement with parent groups in a voluntary capacity. Awareness for the need of confidentiality.
12. Governors	Should display a clear understanding of the role of school Governors.	
13. Community	Demonstrates an awareness of the need for community support and participation and has ideas on the way in which schools might develop community links.	Some experience of school and community ventures.
14. Communication	Evidence of the ability to communicate effectively both in verbal and written form to a variety of audiences. Should understand the role of negotiation and consultation in effective management of the area.	Understanding of the need to communicate about the school in terms of success, image and identity; appreciation of the need to keep Governors and the LA informed and involved with the life of the school.
15. Time	Has clear ideas on prioritising and managing own time effectively, balancing the demands made by teaching, subject leader's management and involvement in school development.	