



**Thomas Buxton
Primary School**

Thomas Buxton Primary School – Person Specification Class Teacher
EY/ Key Stage 1 /Key Stage 2

We seek a person who communicates enthusiasm, drive, determination and a sense of humour in order to inspire and motivate children. Please construct your personal statement to show evidence of:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Qualification from further study
Experience	<ul style="list-style-type: none"> • Primary School Experience • Experience of working in relevant phase: Early Years, Key Stage 1 or 2 • Evidence of professional development 	<ul style="list-style-type: none"> • Experience of working successfully and co-operatively as a member of a team
Skills, Knowledge and Understanding	<ul style="list-style-type: none"> • Up -to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Ability to create a happy, stimulating and effective learning environment • Ability to promote the school's aims and ethos • Develop good personal relationships within a team; • Establish and develop positive relationships with parents, governors and the community; • Communicate effectively (both orally and in writing) to a variety of audiences • Understand and comply with current safeguarding children procedures • Understand what is meant by safeguarding and the different way in which children can be harmed • A commitment to promoting Equal Opportunities • Experience of teaching in schools within a wide range of ethnic, social and religious communities. 	<ul style="list-style-type: none"> • An outstanding practitioner with high expectations of pupil's achievement and behaviour • Proven ability to inspire, lead and motivate • Successful experience of teaching across the Primary age range • Able to lead the school in developing an area of the curriculum • Ability to be proactive and initiate action • Experiences of interrogating pupil progress data • Understanding of statutory and other pedagogical frameworks relating to teaching and assessment, such as Assessment for Learning (AfL)