



# Lingey House Primary School

## KS2 Class Teacher

Area	Criteria		Evidence A- Application O- Observation R- References I-Interview
	Essential	Desirable	
<b>Application</b>	<ul style="list-style-type: none"> <li>Fully completed application form with explanations for any gaps in service</li> <li>Fully supported in reference</li> <li>A separate well-structured supporting letter indicating why you want to work at Lingey House and the difference you could make to our school (maximum 1000 words)</li> </ul>		A  A A
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Educated to degree level</li> </ul>		A A
<b>Experience</b>	<ul style="list-style-type: none"> <li>Outstanding KS1 or KS2 teaching skills with a passion for learning</li> <li>Able to adapt the curriculum to meet the needs of all learners</li> <li>Using a wide range of resources to meet the needs of learners</li> <li>Experience in the use of assessment to improve pupil progress</li> <li>Accountability for and proven track record of raising pupil progress and attainment</li> <li>Developing the whole child through interest, involvement and nurture</li> </ul>	<ul style="list-style-type: none"> <li>Developing parental relationships to support learning</li> <li>Recent experience of teaching in more than 1 Key Stage</li> <li>Recent experience of teaching in Upper Key Stage 2</li> </ul>	A, O, R, I  A, I I, O A, I, R
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of the national curriculum and the ability to be creative in developing curriculum to meet the needs of specific groups of pupils</li> <li>An excellent understanding of the essential components of effective teaching and learning</li> <li>Understanding of how different types of assessment contribute to pupil's progress</li> <li>Understanding and knowledge of how the curriculum can be adapted to meet the needs of pupils with SEN</li> <li>Excellent knowledge of assessment in SEN and within national curriculum</li> <li>Good knowledge of safeguarding and child protection issues</li> </ul>	<ul style="list-style-type: none"> <li>A good understanding of learning outside of the classroom</li> </ul>	A, I   A, O, I A, I A, I, R  A, I

Area	Criteria		Evidence A- Application O- Observation R- References I-Interview
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<b>Skills and Aptitude</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>Support the development of outstanding practice within school</li> <li>Ability to lead and develop a subject throughout the school (Please state curricular strengths)</li> <li>Analyse pupil data, evaluate performance and plan for improvements in pupil outcomes</li> <li>Provide high quality feedback to pupils to allow them to improve</li> <li>Create a stimulating learning environment</li> <li>Build strong positive relationships with pupils which allow them to thrive</li> <li>Develop good and effective working relationships with all relevant school partners</li> <li>Work effectively under pressure</li> <li>Communicate effectively, using a variety of means, to a wide range of audiences</li> <li>Support colleagues through positive, effective team working</li> <li>Manage behaviour in a positive manner to promote pupil wellbeing</li> <li>Excellent ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>Recent experience of leading a subject in a primary school</li> </ul>	<p>A, I A, O, I, R</p> <p>A, I, R</p>
<b>Commitment and attributes</b>	<ul style="list-style-type: none"> <li>Ambition and drive for pupil and school improvement</li> <li>Creativity, energy and enthusiasm</li> <li>Contribute to the school's role within the community</li> <li>Flexible with a good sense of humour</li> <li>Promote the school's vision and ethos</li> <li>Positive approach to all aspects of school life</li> <li>Strong commitment to continuous personal and professional development</li> <li>Engage in school's extracurricular activities (eg, discos, school fairs etc.)</li> <li>Good relationships with all stakeholders</li> <li>Ability to initiate and manage change</li> </ul>		<p>A, I, O O, I A, I O, I, A, I A, I A, I</p>