



## New Chapter Person Specification: Class Teacher

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous INSET and commitment to further professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching experience at Key Stage 2;</li> <li>A proven track record of good and outstanding practice.</li> </ul>	<ul style="list-style-type: none"> <li>In addition, the Class Teacher might have experience of:</li> <li>Teaching across the whole primary age range;</li> <li>Working in partnership with parents.</li> </ul>
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>Commitment to the aims of MKET and New Chapter;</li> <li>Commitment to self-evaluation and continuous improvement;</li> <li>Commitment to sharing best practice;</li> <li>Belief in the positive difference high quality educational opportunities make to peoples' lives.</li> </ul>	
<b>Professional knowledge and understanding</b>	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> <li>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</li> <li>Statutory National Curriculum requirements at the appropriate key stage;</li> <li>Understanding of what</li> </ul>	<ul style="list-style-type: none"> <li>In addition, the Class Teacher might also have knowledge and understanding of:</li> <li>the preparation and administration of statutory National Curriculum tests;</li> <li>the links between schools, especially partner schools.</li> </ul>

	<p>constitutes added value and progress in an educational context;</p> <ul style="list-style-type: none"> <li>• Awareness of different learning styles and multiple intelligences;</li> <li>• Awareness of how to use comparative data for benchmarking and target setting;</li> <li>• Understanding of the pastoral role of schools and the work of external agencies;</li> <li>• Understands their responsibility for promoting and safeguarding the welfare of children;</li> <li>• Understanding of how to monitor, assess, record and report on pupils' progress;</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection;</li> <li>• The positive links necessary within school and with all its stakeholders;</li> </ul>	
<p><b>Skills</b></p>	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</li> <li>• Develop good personal relationships within a team;</li> <li>• Establish and develop close relationships with parents, governors and the community;</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• Create a happy, challenging and effective learning</li> </ul>	<ul style="list-style-type: none"> <li>• In addition, the Class Teacher might also be able to:</li> <li>• develop strategies for creating community links.</li> </ul>

	<ul style="list-style-type: none"> <li>environment for all children;</li> <li>• Ability to inspire the confidence of students, parents and colleagues;</li> <li>• Ability to explain ideas clearly and succinctly;</li> <li>• Competent user of ICT.</li> </ul>	
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Approachable;</li> <li>• Committed;</li> <li>• Empathetic;</li> <li>• Enthusiastic;</li> <li>• Organised;</li> <li>• Patient;</li> <li>• Resourceful;</li> <li>• Self-motivating with a positive outlook;</li> <li>• Excellent attendance and punctuality record;</li> <li>• Ability to work to deadlines and under pressure;</li> <li>• Ability to ask for advice and support where necessary;</li> <li>• Ability to give and receive effective feedback and act to improve own performance and that of others;</li> </ul>	

New Chapter Primary School in January 2013 was established with the intention of innovating, continually drawing on best practice and being open-minded to new ideas and situations. We are genuinely interested in distinctive and dynamic methods of teaching and learning. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

### **Dress Code**

#### **Principles**

New Chapter recognises the importance of personal appearance in setting high expectations and a positive tone. This is reflected in our Dress Code for staff and students.

#### **Practice**

All members of staff at New Chapter follow a professional dress code. The formal standard of dress required of students has implications for how we as staff dress. Extremes of fashion in clothes, hairstyle and jewellery should be avoided. All staff should ensure that in warmer weather they are still suitably attired in smart professional dress, this means that flip-flops, short skirts and cropped tops / trousers and shorts should not to be worn.