

# Person Specification Classroom Teacher Alexandra Junior School 2026

Essential	Desirable
<p>1. Qualifications &amp; Experience</p> <ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Commitment to continuing professional development and evidence of CPD relevant to key stage and or specialism and relevant career stage</li> <li>• Clearance of an Enhanced DBS check prior to appointment</li> <li>• Minimum level 1 safeguarding children</li> <li>• Good/ outstanding teaching standards or potential if ECT</li> <li>• Excellent knowledge and understanding of primary pedagogy and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience and understanding across the primary phase.</li> </ul>
<p>2. Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The primary curriculum and expected outcomes and the curriculum and expectations pre and post key stage 2.</li> <li>• Assessment strategies, an understanding of assessment for learning and a commitment to effective systems to enable this.</li> <li>• Teaching methodology, experience of learning interventions and positive behaviour strategies to support pupils with SEND or/and pupils who need extra support for other reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding and experience of implementing research based pedagogy and classroom strategy</li> <li>• Attachment and trauma awareness, emotion coaching, restorative practice.</li> <li>• The primary curriculum and expected outcomes and the curriculum and expectations pre and post key stage 1 or 3.</li> <li>• Effective and confident use of assessment information systems</li> <li>• School self-evaluation and whole school development</li> </ul>

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<p><b>3. Skills and abilities</b></p> <ul style="list-style-type: none"> <li>• To plan for progression across the classroom attainment range and needs, design effective learning across a series of lessons.</li> <li>• Ability to monitor standards of teaching and learning and refine own practice in response to this.</li> <li>• Ability to monitor progress of children and suggest appropriate intervention strategies where necessary.</li> <li>• An ability to lead area(s) of the curriculum and child development throughout the school</li> <li>• Work effectively with support staff to ensure effective support for all children.</li> <li>• Excellent interpersonal and communication skills</li> <li>• Committed to working with parents, colleagues and other agencies in a positive and constructive manner</li> <li>• Committed to the progress and well-being of young people</li> <li>• Commitment to be involved in the whole life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• An ability to lead area(s) of the curriculum and child development throughout the school – if ECT then potential to do so in at least 2<sup>nd</sup> year</li> <li>• Skills and experience of successful transition across the primary phase. (Ks1 to Ks2, KS2 to Ks3 )</li> <li>• An understanding and experience of coaching strategies.</li> </ul>
<p><b>4. Equal opportunities &amp; Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Thorough understanding of duty of care and demonstrate a commitment to all safeguarding policies : child protection, whistle blowing, code of conduct, positive behaviour, anti-bullying, PREVENT agenda, online safety, Equal opportunities, Racial Equality and Inclusion, health and safety in the workplace.</li> <li>• Knowledge and awareness of local and national policies.</li> </ul>	
<p><b>5. Other</b></p> <ul style="list-style-type: none"> <li>• Enthusiasm and a positive personality with a sense of humour</li> <li>• Evidence of personal drive for self-improvement</li> </ul>	

Demonstration or evidence of the points will be assessed from your application, interview, interview tasks and 2 references from your current and previous employers.

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References must be received before interview and appointment.