

The Royal Borough of Kensington & Chelsea  
Oxford Gardens Primary School



**Class Teacher**  
**Person Specification**

**1. Qualifications and Training**

<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"><li>• Qualified Teacher Status</li></ul>	<ul style="list-style-type: none"><li>• A 'good' class degree award</li><li>• Evidence of a commitment to own Professional Development</li><li>• Evidence of working in an inner city environment.</li></ul>

**2. Teaching Experience**

<b>Essential</b>
<ul style="list-style-type: none"><li>• A good/outstanding teacher</li><li>• Experience of teaching within the Primary age range</li><li>• Have a thorough understanding of the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li><li>• Successfully promoted high standards of positive attitudes and engagement in learning by all pupils</li><li>• Has effectively used ICT as an integral element of class teaching</li><li>• To have experience of working with parents and members of the wider community</li><li>• For teaching experience to reflect having worked with a diverse range of groups, e.g. SEN, EAL and talented pupils</li><li>• Experience of implementing Assessment for Learning in the classroom</li><li>• Experience of using both summative and formative assessment to inform planning that meets children's individual needs</li></ul>

### 3. Professional Knowledge, Understanding, Skills and Attributes

Essential	Desirable
<ul style="list-style-type: none"> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement</li> <li>• To be thoroughly committed to raising standards of attainment and achievement</li> <li>• Belief in the extension of a school as a 'Learning Community' where there is strong emphasis on pupils' spiritual, moral, social and cultural education</li> <li>• Belief in the creation of a happy, challenging and stimulating learning environment which promotes success and learning fulfilment for all.</li> <li>• A thorough commitment to raising standards of attainment and achievement</li> <li>• A commitment to equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• To have experience of using SIMs to identify and track underperforming groups of pupils.</li> <li>• Knowledge of the EYFS framework</li> </ul>

### 4. Personal Qualities

Essential
<p><u>The successful candidate will have:</u></p> <ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Good time management and the ability to prioritise tasks effectively including under pressure</li> <li>• A well-developed sense of empathy</li> <li>• Good attendance and punctuality record</li> <li>• The ability to develop and maintain successful working relationships with colleagues</li> <li>• High levels of drive, energy and integrity</li> <li>• A commitment at all levels and a determination to succeed</li> <li>• A solution focused approach with high expectations – I added these to link in with what Sarah wrote in the letter</li> </ul> <p><u>The successful candidate will be able to:</u></p> <ul style="list-style-type: none"> <li>• Build positive and productive relationships with staff members, pupils and parents</li> <li>• Consistently promote good behaviour</li> <li>• Effectively motivate and encourage pupils</li> <li>• Be discrete, confidential and highly professional in all aspects of the job</li> </ul>