

## At Roding, we are 'Free to Achieve.'













## **Roding Primary School Teacher Person Specification**

Job Title: Classroom Teacher Reports to: Headteacher

**Salary:** Dependent on experience and qualifications

| Requirement   | Essential | Desirable |
|---|-----------|-----------|
| Qualified Teacher Status (QTS)  | ✓         |           |
| Additional qualifications relevant to primary education.  |           | ✓         |
| Proven experience teaching in a primary school setting.   | ✓         |           |
| Experience teaching across multiple year groups.  |           | ✓         |
| Understanding of the National Curriculum and statutory assessment requirements.   | ✓         |           |
| Knowledge of systematic synthetic phonics or early mathematics teaching strategies.   |           | ✓         |
| Ability to plan and deliver engaging, well-structured lessons.  | ✓         |           |
| Experience using innovative teaching strategies to enhance pupil engagement.  |           | ✓         |
| Proficient in using formative and summative assessments to support learning and progress.                                       | ✓         |           |
| Experience in leading assessment or moderation processes within a school.   |           | ✓         |
| Strong behaviour management skills, ensuring a safe and effective learning environment.   | ✓         |           |
| Evidence of successfully managing challenging behaviour in a range of contexts.   |           | ✓         |
| Excellent verbal and written communication skills, with the ability to engage effectively with pupils, parents, and colleagues. | ✓         |           |
| Experience in delivering parent workshops or staff training.  |           | ✓         |
| Commitment to upholding high standards of ethics, integrity, and professional behaviour in line with the Teachers' Standards.   | <b>√</b>  |           |
| Experience of mentoring or coaching other staff members.  |           | ✓         |
| Willingness to engage in ongoing professional development and respond positively to feedback.                                   | <b>√</b>  |           |
| Evidence of undertaking leadership or specialist training.  |           | ✓         |
| Ability to contribute to the wider school community and support extracurricular activities.                                     | <b>√</b>  |           |
| Evidence of leading or organising whole-school initiatives or events.   |           | ✓         |
| Understanding of and commitment to safeguarding and promoting the welfare of children.  | ✓         |           |
| Trained Designated Safeguarding Lead (DSL) or similar certification   |           | ✓         |
| Leading an area of responsibility within the school.  | ✓         |           |
| Experience of feedback to Governors of impact.  |           | <b>√</b>  |

## **Equal Opportunities Statement:**

We are committed to providing equal opportunities for all and welcome applications from individuals of all backgrounds, regardless of age, gender, ethnicity, disability, or sexual orientation.