

Employee Specification Form

Listed below are the **personal attributes** required to fulfil the duties listed in the Job Description (MO3)

Post Number	
Job Title / School	Classteacher, Cathcart Street Primary School
Department	Children & Young People's Services

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications			
<ul style="list-style-type: none"> Recognised PGCE/Teaching Qualification Equipped to support and develop the school's ethos QTS Committed to safeguarding the welfare and wellbeing of children, staff, and visitors Excellent team player who will work closely with all team members 	A/I	<ul style="list-style-type: none"> Paediatric First Aid qualification Evidence of continuous professional development Strong track record of improving outcomes for pupils. Experience of coaching, mentoring, or supporting colleagues. 	A/I
Experience			
<ul style="list-style-type: none"> Excellent working knowledge of the National Curriculum Experience of monitoring, assessment, recording and reporting of pupils Experience of assessment for learning strategies Use of effective and positive behaviour management strategies Experience of working with children of all abilities and with varying needs Experience of communicating effectively with parents and carers Understanding of effective teaching and learning strategies Experience of successful teaching in both KS1/KS2 Experience of being moderated and supporting colleagues and ECT's 	A/I	<ul style="list-style-type: none"> Successful experience of working with Teaching Assistants and other adults Involved in performance management of Teaching Assistants Experience of developing the School Improvement Plan 	A/I
Knowledge and skills			
<ul style="list-style-type: none"> Strong knowledge of nurture principles and SEND legislation and best practice Practical knowledge of the Early Years Foundation Stage statutory framework and experience applying it to continuous provision and focused teaching Understanding of inclusive practice and strategies to support pupils with SEND. Experience of working with children with SEND, including ASD and ADHD, and using reasonable adjustments to support access to learning Knowledge of safeguarding and statutory responsibilities. Understanding of trauma-informed practice and attachment-aware approaches and demonstrable use of those approaches in classrooms or nurture settings Ability and willingness to support pupils with personal hygiene/personal care needs sensitively and professionally. Strong interpersonal skills and the ability to build positive relationships. Excellent communication skills, both written and verbal. Highly organised, flexible and hardworking with the capacity to 	A/I	<ul style="list-style-type: none"> Experience of using the Boxall Profile to assess social, emotional and behavioural needs and to plan targeted work 	A/I

<ul style="list-style-type: none"> manage competing demands and fluctuating need Nurturing personality and calm presence; able to de-escalate and model emotional regulation 			
<p>Special Requirements</p> <ul style="list-style-type: none"> Positive, kind, and nurturing. A team player who values collaboration and shared success. Reflective, resilient, and committed to continuous improvement. High expectations for pupils, staff, and themselves. Warm, approachable, and emotionally intelligent. Passionate about creating a supportive, inclusive, and ambitious school culture. Strong interpersonal skills and the ability to build positive relationships. Commitment to safeguarding and promoting the welfare of children. 	A/I	<ul style="list-style-type: none"> Personal skill/interest for extra-curricular activity 	A/I