**Classroom Practitioner – KS2**

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| **Personal requirements** | **Category** | **Method of Assessment** |
| To be a qualified teacher | E | A |
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| To have recent teaching experience or evidence of completion of initial teacher training | E | A |
| ● Relevant age range |   |   |
| ● School context |   |   |
| To show evidence of participation in professional development or study. |  E |   |
| To have knowledge of relevant Key Stages and National Curriculum requirements |  E |   |
|  |   |   |
| To understand the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) | E | I |
|   |   |   |
| To understand the values and processes of planning as an aid to raising standards. | E | I |
|   |   |   |
| To understand the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection | E | I |
|   |   |   |
| To be able to demonstrate teaching to a high standard.The ability to form and maintain appropriate relationships with children.To work well within and contribute to team development.To demonstrate good behaviour management skills.To communicate effectively (both orally and in writing) to a variety of audiences.To create a happy, challenging and effective learning environment.To be enthusiastic and determined. | E | I |
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| Experience of making an impact on progress upon children’s learningHigh Quality and reflective practitionerAbility to utilise a range of teaching styles and strategies to ensure high levels of learning and achievementAbility to motivate and enthuse pupils and staffHigh degree of motivation for working with children and young peopleFully supported referenceWell-structured supporting letter indicating beliefs, understanding of important educational issues and teaching styles – free from all error | EEDEEEE | A/I |
| Satisfactory Enhanced CRB Disclosure | E  | A |
| ***Category Method*** |  |  |
| *E - Essential A – Application* |  |  |
| *D - Desirable I – Interview* |  |  |