



Person Specification for Class Teacher at Wallop Primary School

Responsible to: The Headteacher

Role: Class Teacher

Start date: September 2026

Our vision

At Wallop Primary, every learning minute matters. We are a research-informed school community where teachers are professional learners, constantly refining their craft through collaboration and evidence-based practice. Because of our high proportion of military families within our community, we pride ourselves on getting to know every child quickly, ensuring they feel a sense of belonging and ambition from the moment they join us.

Key Duties and Responsibilities

- Fully support the school's vision, values, and strategic plan, ensuring that our commitment to high-quality, inclusive teaching is reflected in all professional actions.
- Uphold the school's high standards of ethics and behaviour, maintaining proper regard for the policies and practices of Wallop Primary.

Safeguarding

- Uphold the safety and wellbeing of all pupils, working in strict accordance with statutory guidance (KCSIE 2025) and school child protection policies.
- Work proactively with the Designated Safeguarding Lead (DSL) to promote the best interests of all pupils.

Pupils and Learning

- Encourage and support every child to reach their potential, ensuring they achieve at least age-related expectations or make strong progress from their starting points.
- Demonstrate a deep awareness of individual needs, providing challenge and support through accurate task design.
- Foster resilience, curiosity, and ambition, helping children develop into confident, independent, and determined learners.
- Build positive, relational connections with children based on high expectations and a belief that every child can succeed.
- Involve pupils in reflecting on and improving their own learning, using timely feedback and live marking to move learning forward.
- Follow the school's relational behaviour management policy, having high expectations

The Classroom Environment

- Provide a classroom environment that is safe, inclusive, and organised, mirroring the school's commitment to high-quality teaching.
- Create a stimulating space that reflects the planned curriculum and celebrates the progress and successes of every learner.
- Contribute to the whole-school environment so that it is purposeful and engaging

Curriculum and Pedagogy

- Plan and deliver well-structured lessons using research-informed strategies that positively impact pupils' learning and progress
- Apply the "I do, we do, you do" approach to ensure explanations and modelling are clear
- Maintain appropriate pace to ensure every learning minute is impactful
- Use Assessment for Learning (AFL) effectively to adapt teaching to meet pupil needs.
- Embed retrieval strategies to help children know more and remember more over time

Partnership with Parents and Professionals

- Work collaboratively with parents and carers to further each child's learning and support their pastoral needs.
- Communicate effectively regarding class activities and individual progress, ensuring parents are well-informed of their child's strengths and areas for development.
- Participate in parent consultation meetings and school events that strengthen the bond between home and school.

Collaborative Professionalism

- Commit to continuous improvement through internal and external CPD and active participation in our Teaching Sprints model of inquiry.
- Work collaboratively to ensure the school runs smoothly.
- Maintain professional confidentiality and treat all members of the school community with respect.
- Carry out any other duties as reasonably directed by the Headteacher.

	Essential	Desirable
Qualification/ Training/ Competences	Qualified Teacher Status (QTS) Commitment and aspiration to further professional development	Evidence of recent, relevant CPD in pedagogy, SEN & Inclusion.
Relevant Experience	Successful primary teaching experience Experience in planning and teaching well-structured lessons to assigned classes in Primary settings. Confidence in a specific stage/key stage (EYFS, KS1, KS2). Experience of effective behaviour management strategies with a relational approach. Working in partnership with colleagues and parents.	Experience working with mobile families or within a school with a high proportion of military families. Experience across EYFS, KS1, and KS2.

<p>Knowledge & skills</p>	<p>Thorough knowledge of the National Curriculum and/or EYFS Framework. Effective teaching strategies that impact learning. Highly effective classroom practitioner. A good understanding of how children learn. Ability to adapt teaching to meet the strengths and needs of all pupils . Knowledge of guidance and requirements around safeguarding children including KCSIE 2025. The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. Knowledge of effective behaviour management strategies . Use of Assessment for Learning (AFL) to adapt learning in the moment . Good ICT skills, particularly to support learning. Design learning that is well matched to pupils needs.</p>	<p>Knowledge of specific retrieval and metacognitive strategies. Proficiency in using the "I do, we do, you do" approach to explicit modelling .</p>
<p>Personal qualities</p>	<p>Passionate about learning! Commitment to the ethos that "Every Learning Minute Matters" . High expectations for children’s attainment and progress . Commitment to getting the best outcomes for all pupils and promoting the school's values . Ability to work under pressure and prioritise effectively . Commitment to maintaining confidentiality, safeguarding, and equality. Ability to build effective working relationships with pupils, parents, and colleagues. A proactive and collaborative approach to peer support and professional dialogue . Ambition for further professional development. Understanding of the challenges and joys of working in a small school. Enthusiastic, reflective, organised, committed, resilient, determined, positive.</p>	