

**PERSON SPECIFICATION****Class Teacher (EYFS)**

| ATTRIBUTES/REQUIREMENTS                                  | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | DESIRABLE                                                                                                                                                                                                                                                                                                                                                                                                    | HOW IDENTIFIED                                                                                                                                               |
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| <b>EDUCATION, QUALIFICATIONS AND VOCATIONAL TRAINING</b> | <ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• First Degree</li><li>• GCSE/O'level: Maths, Science and English grade C (4) or above</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Evidence of personal commitment to CPD</li><li>• Phonics training</li><li>• Paediatric First Aid</li></ul>                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Examination of Certificates</li><li>• Application Form</li><li>• Verification by DfES</li><li>• References</li></ul> |
| <b>RELEVANT EXPERIENCE</b>                               | <ul style="list-style-type: none"><li>• Evidence of understanding of requirements for outstanding practice in EYFS.</li><li>• Suitable experience of teaching across the EYFS.</li><li>• Working knowledge of the new EYFS framework and assessment within the EYFS</li><li>• Teaching phonics and early reading</li></ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Evidence of planning for child led approaches to learning which hooks and engages pupils</li><li>• Evidence of working within an Early Years unit</li><li>• Knowledge of nurturing/Thrive approaches.</li><li>• Works alongside other practitioners including outside agencies to support the wider needs of pupils.</li><li>• Supporting pupils with SEND</li></ul> | <ul style="list-style-type: none"><li>• Application Form</li><li>• Interview</li><li>• References</li></ul>                                                  |
| <b>KNOWLEDGE AND SKILLS</b>                              | <ul style="list-style-type: none"><li>• Excellent communication skills both oral and written</li><li>• Good organisational skills</li><li>• Understanding of the EYFS Statutory Framework</li><li>• Knowledge of a range of approaches to early years teaching and learning</li><li>• Ability to plan and enhance provision to support progress across the age range</li><li>• A commitment to working with parents</li><li>• An understanding of the importance of relationships and how this underpins and supports the social and emotional needs of all pupils.</li></ul> | <ul style="list-style-type: none"><li>• Ability to analyse data to inform and support required improvements</li><li>• Good understanding of SEN and inclusion</li><li>• Ability to differentiate learning for a wide range of pupils.</li><li>• Commitment to pupils social, Emotional and Mental Health</li></ul>                                                                                           | <ul style="list-style-type: none"><li>• Interview</li><li>• Application Form</li><li>• References</li></ul>                                                  |
| <b>PERSONAL CHARACTERISTICS</b>                          | <ul style="list-style-type: none"><li>• Desire to make a difference</li><li>• Enthusiasm and commitment</li><li>• Ability to form positive relationships with all pupils and colleagues</li><li>• Ability to stay calm and focussed in challenging situations</li><li>• A desire to further their own learning.</li><li>• Ability to be flexible</li><li>• Is a reflective practitioner.</li></ul>                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Avid reader</li><li>• Committed to supporting pupils</li><li>• Positive, 'can do' nature</li></ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Interview</li><li>• References</li></ul>                                                                             |

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| PHYSICAL ATTRIBUTES | <ul style="list-style-type: none"> <li>As assessed and advised by Health and Well Being</li> </ul> | <ul style="list-style-type: none"> <li>Medical Questionnaire</li> <li>Medical examination if required</li> </ul>                                                                          |
| CONTRA-INDICATORS   |                                                                                                    | <p><b>A satisfactory enhanced DBS check being undertaken by the Disclosure &amp; Barring Service</b></p> <p><b>Two reference meeting the guidance of the safer recruitment policy</b></p> |