

**MARINE PARK FIRST SCHOOL
CLASS TEACHER PERSON SPECIFICATION (EYFS)**

AREA	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
1. SKILLS, KNOWLEDGE, APTITUDE	<ul style="list-style-type: none"> • Excellent practitioner • Secure working knowledge of the Early Years Foundation Stage and National Curriculum and its assessment, recording and reporting requirements • Strong understanding of child development and early learning in the Early Years Foundation Stage • High expectations of pupils and fully committed to raising standards for all pupils, whatever their needs • Effective classroom management • Ability to plan for, record and assess children's progress in a variety of ways • Ability to create and sustain a high-quality EYFS learning environment, including provision-based and play-based learning • Good practical skills in using IT/AI as a tool to support curriculum delivery and management • Ability to relate well to all groups identified in the job description • Good written and oral communication skills • Able to plan workloads and set priorities 	<ul style="list-style-type: none"> • Knowledge of evidence-based teaching, curriculum and assessment techniques e.g. formative assessment, retrieval etc. • Knowledge of and aptitude to use relational/restorative approaches • Commitment to providing extra-curricular activities • Able to play a musical instrument and aptitude to use this skill in school 	<p>Application Form References Lesson observation Interview tasks</p>
2. QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> • Qualified teacher status – primary phase qualification 	<ul style="list-style-type: none"> • Degree • Further professional development 	<p>Application Form References</p>

<p>3. EXPERIENCE</p>	<ul style="list-style-type: none"> • EYFS teaching experience in a school • Experience of EYFS curriculum, data, assessment and record keeping procedures • Experience of preparing for and administering the Reception Baseline Assessment and the Early Years Foundation Stage Profile • Experience of using observation and assessment to identify children’s next steps and inform planning in EYFS • Experience of coordinating the work of support staff • Experience of working with children who have additional educational needs • Experience of liaising with school specialists, outside agencies or professionals to support a child’s access to the curriculum • Experience of planning, recording and maintaining SEND Support Plans and/or Education, Health and Care Plans (EHCPs) 	<ul style="list-style-type: none"> • Key Stage 1 and/or 2 teaching experience in a school • Experience of Key Stage 1 and/or 2 curriculum, data, assessment and record keeping procedures • Experience of taking responsibility for tracking pupils’ progress, engaging with parents at parents’ evenings and writing class annual reports. • Experience of preparing for and administering statutory assessments, including the Phonics Screening Check and Multiplication Tables Check • Experience in more than one setting • Experience of using evidence-based teaching, curriculum and assessment techniques e.g. formative assessment, retrieval etc. 	<p>Application Form References</p>
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<p>4. DISPOSITION & SPECIAL REQUIREMENTS</p>	<ul style="list-style-type: none"> • The ability to work as part of a team • Reliable, flexible, committed, well-motivated, enthusiastic • Commitment to equal opportunities and inclusion • Well organised • Optimistic outlook • Ability to demonstrate effective self-management, including time management, and to meet deadlines • Additional strengths in one or more curriculum subjects • Commitment to continual professional development • Strongly committed to safeguarding and promoting the welfare of children and young people • A well-constructed application, relevant to the job outline, person specification and Marine Park First School. • “Skills, knowledge and experience/further information” sections of the form that are no longer than one page and a covering letter that is no longer than one page (or no more than two pages in total). 	<ul style="list-style-type: none"> • Willingness to organise out of school activities • The ability to contribute to developing the intent, implementation and outcomes of an area of the curriculum 	<p>References Interview tasks Lesson observation Medical and DBS checks Application form and letter</p>
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