Person Specification: EYFS / Year 1 Teacher

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|  | Essential | Desirable |
| Qualification | * Relevant qualifications in Maths and English * Qualified Early Years Teacher status or recognised equivalent. * Evidence of relevant INSET and commitment to further professional development. * QTS | * Relevant EYFS qualifications |
| Experience | * Experience and knowledge of delivering the EYFS Framework / Year 1 curriculum within the last three years. * Continuous Provision * Ability to demonstrate clearly how your work has impacted on the raising of standards. * Experience of working alongside other staff in an early Years / KS1 setting * Phonics * Always put the child at the centre of what you do | * Experience of supporting teaching in classrooms * Planning in the moment |
| Knowledge and Understanding | * Child development and the EYFS * Year 1 / EYFS curriculum * Understand values-based education * Have secure understanding of child protection within schools * Theory and practice of providing effectively for the individual needs and interests of all children. * Experience of effective planning, monitoring assessment and record keeping promoting high quality delivery of the EYFS / Year 1 provision. * Up to date knowledge of statutory regulations and guidance relating to the post. * Equal Opportunities, Health and Safety, SEN and Child Protection | * A knowledge of policies and procedures relating to Safeguarding, Health and Safety and confidentiality * To have an interest in curriculum areas for example dance, music, physical development for early Years children. * Confident use of ICT and the use of technology to enhance the delivery and assessment of the EYFS / KS1 |
| Skills and attributes | * Excellent interpersonal verbal and written communication skills * Relevant skills associated with supporting in modelling high quality lessons * To have excellent teaching skills and care practices. * To have excellent behaviour management skills. | * Positive reinforcement strategies for engaging children * A reflective approach to personal development * Experience in positive behaviour redirection * Experience in EAL support * Pastoral experience |

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|  | * To be able to work creatively and sensitively with children. * To empathise with the difficulties of children with SEN in accessing the curriculum. * To build effective nurturing and supportive relationships with children, parents/carers, colleagues and the wider community. * An effective team player that works collaboratively and effectively with others. * Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). * Support, motivate and inspire both colleagues and children by leading through example. * Contribute effectively to the work of the Headteacher and Senior Leadership Team. * Deal successfully with situations that may include tackling difficult situations and conflict resolution. * Work successfully with a range of external agencies |  |
| Personal Characteristics | * Be a team player, who can support outstanding practice * Have sensitivity to the needs of the pupils * Flexibility, emotionally resilient, calmness and reliability * A willingness to undertake professional development * Expect the best possible outcomes from everyone * Have a good sense of fun * Be able to model our values |  |