# Person Specification

 **EYFS Class Teacher**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form**. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | MOA |
|  **Qualifications** |
| Qualified Teacher Status or an equivalent qualification | **** |  | A/C |
| Successful Teaching experience or working in an EYFS setting | **** |  | A |
| Evidence of involvement in CPD activities and commitment to further professional development linked to EYFS |  |  | A/I |
| Practising Catholic or a commitment to the Catholic teachings of the school | **** |  |  |
|  |
|  **Experience** |
| Experience of teaching in EYFS  | **** |  | A/I |
| Experience of cross curricular approach | **** |  | A/I |
| Experience of working in partnership with parents and other staff | **** |  | A/I |
|  |
| **Skills and Abilities** |
| Ability to deliver the Foundation Stage Curriculum through effective and purposeful provision | **** |  | A/I |
|  Ability to create a happy, challenging and effective learning environment. | **** |  | A/I |
|  Ability to communicate effectively (both orally and in writing) to a variety of audiences. | **** |  | A/I |
| Ability to carry out good, well planned, organised and innovative lessons  | **** |  | I |
| Proficiency in the use of ICT  | **** |  | A |
| The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the classroom  | **** |  | A/I/R |
| The ability to use information and data for purposes of recording, monitoring, evaluation and reporting, using data to accelerate rate of progress  | **** |  | A/I |
| Ability to remain calm and deal with competing demands on time managing stress levels | **** |  | I |
| To lead a team of support staff, tackle underperformance and implement actions | **** |  | A/I |
|  |
| **Knowledge**  |
| Up to date knowledge and understanding of EYFS and EYFS Profile  | **** |  | A |
| The ability to lead on a curriculum areaand the ability to lead a team and hold staff to account |  | **** | A/I |
| How to direct and supervise support staff in class and other staff in the unit | **** |  | I |
| How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum | **** |  | A/I |
| Health and safety practice and the role of the individual in promoting and safeguarding pupil and staffwelfare | **** |  | A/I |
| How to promote and contribute to the implementation of equalities and inclusion policies in schools | **** |  | A/I |
|  |
|  **Personal Qualities** |
|  Ability to relate well to children and adults. | **** |  | I |
| Would be able to motivate self and others | **** |  | I |
|  Committed to continual improvement. | **** |  | I |
|  Positive outlook and able to respond positively to feedback | **** |  | I |
| Calm under pressure | **** |  | I |
| Well organised | **** |  | I |
| Creative | **** |  | I |
|  Enthusiastic | **** |  | I |
| Assertive and confident | **** |  | I |
|  |
|  **Safeguarding** |
| Commitment to the protection and safeguarding of children and young people | **** |  | A/I |
| Has an up to date knowledge of relevant legislation and guidance in relation to working with young people |  | **** | A/I |

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate