Highcliffe St Mark Primary School Person Specification for the Post of Primary Class Teacher with a TLR 2.1
To lead the Early Years Foundation Stage

|  | Essential | Desirable |
|---|---|---|
| **Qualifications** | o Teaching certificate | o Further professional qualifications such as NPQML |
| **Experience** | o At least 4 years' experience of teaching<br>o At least 2 years of teaching in the Foundation Stage<br>o Significant experience of successfully leading a subject<br>o Experience of leading inset activities for staff<br>o Mentoring/coaching training and experience | o Experience of leading inset activities for a wider audience<br>o Experience of leading Foundation<br>o Experience of leading nursery provision<br>o Experience of leading a core subject area<br>o Recent experience of teaching across the Primary phase<br>o Experience of and commitment to supporting parents to be partners in their child's learning |
| **Personal Qualities** | o Confident positive manner<br>o Commitment and ability to work as part of a team<br>o Desire for continuing professional and career development<br>o Able to exhibit an enthusiasm for teaching<br>o Able to work under pressure and remain calm<br>o Able to support staff and be sensitive to their needs<br>o Be able to communicate a clear vision for Early Years and be able to plan to deliver this<br>o Commitment to the principles and Christian ethos of our school and to promote the school's vision<br>o Ability to be a role model within the school community<br>o Committed to the safeguarding of children and actively seeks to promote the welfare of children | o Evidence of interests outside of education<br>o Evidence of experience of professional activities outside the classroom |

| | | |
|---|---|---|
| **Interpersonal Skills** | <ul><li>Relate well to parents, staff and children</li><li>Ability to give all children a sense of wellbeing and self-worth through demonstrating unconditional regard</li><li>Able to communicate effectively in a variety of ways and to a range of audiences</li><li>Evidence of the ability to motivate & develop confidence in others</li></ul> | |
| **Leadership & Management** | <ul><li>Evidence of managing, motivating & contributing to a team</li><li>Evidence of translating and developing targets into suitable action plans</li><li>Up to date knowledge of current educational issues</li><li>Experience of monitoring and evaluating effective teaching and learning in the Foundation Stage</li><li>Evidence of positive impact on pupil progress across a key stage or whole school</li><li>Approach challenges creatively and with a solution focus</li><li>Experience of effectively managing difficult conversations with staff and parents</li></ul> | <ul><li>Performance management/appraisal experience</li><li>Involvement in school development/improvement planning</li><li>Experience of resource management (space, materials, budget)</li><li>Experience of working closely with governors, LA advisors and leaders in other settings</li></ul> |
| **Curriculum/ Teaching** | <ul><li>Able to exhibit understanding of Early Years and Primary curriculum teaching and learning, and able to evidence exemplary Early Years practice</li><li>Ability to demonstrate a thorough working knowledge of the Foundation Stage curriculum and a secure understanding of the new EYFS assessment framework</li><li>Ability to utilise outdoor learning spaces to maximize the learning opportunities for young children in all areas of the EYFS curriculum</li><li>Able to demonstrate a secure understanding of Assessment for Learning including effective AfL in the Early Years</li><li>Evidence of good classroom organisation and management skills including effective deployment of teaching assistants</li><li>Evidence of positive behaviour management</li></ul> | <ul><li>Experience of organising the administration and moderation of Foundation Stage profile assessments</li><li>A drive to actively seek professional development opportunities</li><li>Carried out research projects linked to innovative practice</li></ul> |

| | | |
|---|---|---|
| | <ul><li>Evidence of planning teaching and learning so that all children have an equal opportunity to learn and progress</li><li>An understanding of the barriers to learning which young children might face and ability to plan to overcome these</li><li>Ability to use ICT innovatively to support teaching and learning</li><li>A commitment to encouraging child centered learning</li></ul> | |