#### \\server\htaylor$\My Documents\My Pictures\Advertising\_Disley Primary School on the App Store 2_files\246x0w.jpg Disley Primary School

#### Early Years Teacher Person Specification

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|  |  | E = Essential  D = Desirable |
| **Qualifications & Experience** | Qualified to degree level including Qualified Teacher Status | E |
| Recent substantial teaching experience or successful placement in Early Years | E |
| To have teaching experience of children under 5 and an understanding of transition from pre-school/Nursery to Reception and Reception to Year 1 | D |
| **Professional Knowledge and Experience** | Excellent Early Years Practitioner with a thorough understanding of the current Early Years Foundation Stage curriculum and a knowledge of the new reformed EY curriculum. | D |
| A clear understanding of how young children learn and the ability to plan for effective and high-quality teaching and learning in the Early Years | E |
| An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children | E |
| To have experience and understanding of working with children with SEND | E |
| The ability to meet all children’s needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities | E |
| To be able to manage behaviour effectively using a range of positive strategies | E |
| Experience of planning and organising an enabling learning environment inside and outside | E |
| A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning | E |
| To lead by example through consistently high-quality practice in all areas | D |
| The ability to maintain professional and positive relationships with children, staff, parents and external agencies | E |
| A clear understanding of how to teach phonics in the EYFS | D |
| An understanding of how to adapt learning to provide appropriate levels of challenge so that all pupils make good progress | E |
| The ability to use assessment information effectively to plan next steps for all children. | E |
| To work collaboratively and supportively with colleagues within EYFS, the wider school, TTLP schools and outside agencies | E |
| To be committed to continual personal and professional development. To be reflective and learn from past experiences | E |
| To be committed to equality, diversity and the inclusion of all | E |
| To be able to communicate clearly both orally and in writing | E |
| **Personal Characteristics** | Be reliable with a high degree of integrity | E |
| Possess excellent interpersonal skills and be able to form effective working relationships | E |
| Be well-organised, enthusiastic, energetic and flexible | E |
| Be resilient and demonstrate the ability to work under pressure. | E |
| Manage time effectively | E |
| Value and respect the views of children | E |
| Self-motivated and able to take initiative and responsibility | E |
| Demonstrate a willingness to learn with and from colleagues | E |
| Be proactive in maintaining own professional development and willing to seek help from others when needed | E |
| A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required | E |
| Adhere to the School’s code of conduct | E |