

Person Specification for EYFS Class Teacher

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|   | Essential |   | Desirable |
| *Qualifications* |   |   |
| • | Qualified teacher status | • | Training relevant to EYFS |
| • | Experience of EYFS | • | Further qualifications and/or studies relevant to the primary age range. |
|   |   | • | First Aid Training |
|   |   | • | Knowledge and experience of personalised learning |
| *Experience* |   |   |
| • | Teaching experience in EYFS and Key Stage 1 with proven ability as a | • | Classroom experience in the Foundation Stage and Key Stage 1 |
| • | classroom practitioner. (If an NQT this would be successful student teacher experience)Ability to provide a stimulating and challenging classroom environment for all pupils. | • | Experience of working with and supervising other adult support within the classroom. (teaching assistants, parent helpers, students) |
| *Specialist Knowledge* |   |   |
| • | Knowledge and Understanding of a broad, balanced and relevant | • | A well developed knowledge of a particular curriculum or specialist area. |
|   | curriculum. | • | An understanding of a whole school approach |
| • | A secure understanding of the |   | to improvement and raising standards. |
|   | processes by which children learn. | • | Effective use of ICT to support planning and |
| • | Ability to differentiate the |   | assessment. |
|   | curriculum to meet the needs of all | • | Familiarity with the SEN Code of Practice. |
|   | achievers. | • | Familiarity with the delivery of letters and |
| • | Competent in the use of ICT across the curriculum especially in the relation to the use of Whiteboard |   | sounds. |
|   | Technology. |   |   |
| • | Understanding and use of assessment to inform future learning and teaching. |   |   |
| • | Competent in the use of observational assessment to inform further learning. |   |   |
| • | A willingness to work on one or more curriculum areas. |   |   |
| • | The promotion of good behaviour through self discipline. |   |   |
| • | To be able to work creatively and sensitively with children |   |   |
| *Personal Qualities* |   |   |

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| * A caring ethos.
* A commitment to working co- operatively in a team situation.
* An enthusiastic, caring and flexible teacher.
* A commitment to quality learning.
* A commitment to the role of parents as co-educators.
* A creative thinker.
* Self motivation and initiative.
* An ability to embrace change with enthusiasm and a positive outlook.
* A commitment to high standards
* To be able to accept and act on advice and support when necessary.
* Have an ability to work and plan with colleagues in a constructive manner.
* To be able to motivate children to achieve their best
 | • • • • • | A sense of humour.An ability to inspire and motivate children. To be able to lead a subject area effectively. To be able to think strategically.To contribute eagerly to all aspects of school life |
| *Professional Development** A willingness to attend courses and training which further school development as well as personal goals.
* An ability to disseminate information to other staff and share expertise
 | •• | An understanding of current development in Primary education.To have an up to date knowledge of national priorities to support school improvement planning. |
| *Letter of Application** Ability to present succinctly a professional sound philosophy and practice of education.
* Ability to demonstrate how this philosophy and previous experience relates to the post applied for.
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| *References** Two fully supportive references commenting on candidates professional and personal qualities.
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