



Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher status 	<ul style="list-style-type: none"> Evidence of recent further study and/or broad in-service training
Experience	<ul style="list-style-type: none"> Recent teaching of EYFS and Key Stage 1 children 	<ul style="list-style-type: none"> Experience of teaching in the Primary age range
Application	<ul style="list-style-type: none"> Well constructed application showing evidence of clear thinking about the role of an EYFS and KS1 class teacher Demonstration of applicant's philosophy of Early Years Education 	
Curriculum	<ul style="list-style-type: none"> Up to date knowledge of the EYFS and Key Stage 1 Curriculum/ Standards and Expectations Understanding of Continuous Provision and it's purpose Ability to provide a well ordered and stimulating learning environment Proven experience of using "assessment for learning" and "assessment of learning" strategies to enhance pupil progress Experience of planning and teaching through a thematic and cross curricular approach Evidence of teaching consistently good lessons 	<ul style="list-style-type: none"> Experience of tracking progress and identifying and addressing underachievement Proven record of leading aspects of teaching and learning Experience of moderation Willingness to lead a subject across the school
Children	<ul style="list-style-type: none"> Evidence that the candidate is aware of the diverse needs of children and has strategies to cater for them Evidence of high expectations of children in their work, attitude and behaviour. Experience of Inclusion of children with SEN 	
Parents	<ul style="list-style-type: none"> Recognition of the role of parents in their child's education Experience of partnership work with parents 	
Relationships	<ul style="list-style-type: none"> Ability to form good working relationships with colleagues, parents and governors Calm, fair and firm in dealing with children Evidence of collaborative work/planning with other teachers Awareness of the role of support staff in the classroom Evidence of successful working relationships with classroom support staff 	<ul style="list-style-type: none"> Experience of working in a team-teaching situation Evidence of inspiring team members to work towards a common purpose and/ or intended outcome Skills in co-coaching – supporting others to develop practice
Personal qualities	<ul style="list-style-type: none"> Good health record Evidence of enthusiasm, commitment and flexibility Sense of humour 	<ul style="list-style-type: none"> Evidence of wider talents and/or expertise which would enhance the school's curriculum

	<ul style="list-style-type: none"> • Ability to reflect and develop own practice • Passionate about School Improvement 	
--	--	--