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| **Person Specification – Class Teacher for EYFS** |  |  |
| **Qualifications** | **Essential** | **Desirable** |
| Educated to degree level  | x |   |
| Qualified teacher status | x |   |
| **Experience** |   |   |
| Teaching experience in Early Years | x |   |
| Have a working knowledge of teaching phonics | x |  |
| Have taught maths through the Teaching for Mastery approach |  | x |
| Have a working knowledge of teachers' professional standards, duties and legal requirements | x |   |
| Understand and support the importance of physical and emotional wellbeing for oneself and others | x |   |
| **Professional Knowledge and Understanding** |  |  |
| An excellent understanding of curriculum and pedagogical issues relating to learning and teaching | x |   |
| Have knowledge of effective teaching strategies to include, and meet the needs of, all pupils within English teaching, in particular underachieving groups of pupils, pupils with EAL and SEND | x |   |
| Understand Equality of Opportunity and how this informs whole school policy | x |   |
| Understand why it is important to have a secure overview of the starting points, progress and context of all children, including their prior attainment and any strengths and weaknesses | x |  |
| Know that feedback must be primarily formative and must focus on showing children how they can improve and what they must act upon in order to do so | x |  |
| Demonstrate a knowledge and understanding of positive behaviour management strategies | x |   |
| Working with school leaders to complete and teach individual pupil plans where pupils have specific needs  |  | x |
| Understand and show a commitment towards safeguarding  | x |   |
| **Professional Skills and Abilities** |  |  |
| Be able to plan lessons effectively for all the pupils in a class and setting clear learning objective | x |   |
| A good understanding of summative and formative assessment | x |   |
| Has a Growth Mindset that is encouraging and modelled at all points | x |  |
| A willingness to participate in sharing good practice across the school  | x |   |