



## HATFEILD PRIMARY SCHOOL | A PLACE TO GROW

### EYFS Class Teacher

#### *Person specification • Recruitment 2026–27*

##### **Our vision and values**

A Place to Grow. At Hatfeild, we help every child flourish through positive relationships, inclusive opportunities, high expectations and a safe, nurturing learning environment. Our FLOURISH vision and STRIVE values guide our daily practice.

FLOURISH: Fostering positive relationships; Life-long learners; Opportunities for all; Unlocking potential; Ready, Respectful, Safe; Inquisitive minds; Securing bright futures; Hatfeild – a place to grow.

STRIVE: Show Respect; Teamwork Matters; Responsibility First; Inspire Motivation; Value Focus; Embrace Perseverance.

Selection will be based on evidence from the application, interview, references and an appropriately designed teaching or professional task. Reasonable adjustments will be made throughout recruitment if needed.

| Area                                            | Essential                                                                                                                                                                                                                                            | Desirable                                                                                        |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Qualifications and professional learning</b> | Qualified Teacher Status (QTS); commitment to ongoing professional development and reflective practice.                                                                                                                                              | Recent EYFS-specific CPD, including phonics, early language, inclusion or outdoor learning.      |
| <b>EYFS teaching and curriculum</b>             | Sound understanding of the statutory EYFS framework, child development, play-based pedagogy, continuous provision and the balance between child-initiated and adult-guided learning. Ability to plan and deliver ambitious, engaging early learning. | Successful experience teaching in Nursery or Reception; experience developing outdoor provision. |
| <b>Early literacy, language and mathematics</b> | Strong understanding of early communication and language, systematic synthetic phonics, early reading, writing and mathematical development; ability to model language and provide appropriate scaffolds.                                            | Experience teaching Read Write Inc. and using structured approaches to develop early writing.    |
| <b>Assessment and progress</b>                  | Ability to use observation and assessment proportionately to identify next steps, adapt teaching and evaluate progress; understanding of relevant EYFS statutory assessments.                                                                        | Experience of EYFS moderation and transition planning into Year 1.                               |
| <b>SEND, inclusion and equality</b>             | High expectations for all children; effective adaptation, ordinarily available provision and graduated                                                                                                                                               | Experience working alongside an ARP, SENCO, therapists or other professionals; experience with   |

|                                              |                                                                                                                                                                                                                  |                                                                                                         |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                              | support; ability to support communication, regulation and independence while promoting belonging.                                                                                                                | children with autism or complex communication needs.                                                    |
| <b>Classroom practice and relationships</b>  | Ability to create a safe, calm, warm and stimulating environment; explicit teaching of routines; positive behaviour support; skilled adult-child interaction, modelling, questioning and responsive scaffolding. | Evidence of developing particularly effective child independence and high-quality continuous provision. |
| <b>Leadership of classroom adults</b>        | Ability to communicate clear roles and expectations to teaching assistants, plan effective deployment and work as part of a skilled, collaborative team.                                                         | Experience coaching or sharing effective EYFS practice with colleagues.                                 |
| <b>Safeguarding and professional conduct</b> | Clear understanding of safeguarding responsibilities, professional boundaries, confidentiality, equality and the need to report concerns promptly; commitment to the Teachers' Standards.                        | Relevant safeguarding or paediatric first-aid training (training can be provided where required).       |
| <b>Partnerships and communication</b>        | Excellent communication with children, families and colleagues; ability to build trusting relationships and work constructively with parents and external agencies.                                              | Experience contributing to parent workshops, home visits, transition events or community engagement.    |
| <b>Personal qualities and school ethos</b>   | Warm, nurturing and ambitious for every child; organised, reliable, reflective, adaptable and able to use initiative; enthusiasm for early childhood education and commitment to Hatfeild's STRIVE values.       | Ideas for enriching the wider school community and supporting school improvement.                       |

Hatfeild Primary School is committed to safeguarding and promoting the welfare of children and to equality of opportunity. The successful applicant will be subject to the relevant safer-recruitment and pre-employment checks.