

**Class Teacher (EYFS/KS1)**

**Briar Hill Infant School**

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| **Person Specification** | | |
| **Area** | **Essential Requirements** | **Desirable Requirements** |
| **Qualifications and Training** | * Qualified Teacher Status * Willing to undertake further training | * Post-graduate qualification * Subject Leadership Training – coaching, mentoring etc * First-aid certificate * Mental Health 1st Aid trained * NPQ |
| **Safeguarding** | * Enhanced DBS clearance * Demonstrable knowledge and commitment to Keeping Children Safe in Education * Child Protection training * Commitment to the Staff Behaviour Code Conduct | * DSL trained or specific e.g. Prevent, Radicalisation, FGM, County Lines * Challenging any behaviours that are not in line with KCSiE or Staff Behaviour Code of Conduct * Understanding of the Federation’s safeguarding context and practices |
| **Skills & Experience** | * Effective teaching experience with demonstratable impact * Evidence of ability to professionally liaise with a range of colleagues, agencies and professionals * Ability to plan and deliver high quality teaching and interventions with impact * Strong pedagogical knowledge and strategies with demonstrable impact * Some experience of leading/supporting/presenting to other colleagues, parents or other school stakeholders * Highly effective behaviour management * Highly effective and impactful deployment of support staff * Ability to give incisive feedback to learning support staff so they know what they do well and what needs to be improved * Reflective, responsive and pro-active to all feedback and CPD | * Impactful evidence of subject leadership * Experience of leading a team of staff with measurable impact * Highly effective in communicating with a wide range of stakeholders |
| **Knowledge & Understanding** | * Being ambitious for all children and have high expectations for learning behaviours, progress and outcomes * Demonstrate sound knowledge and understanding of curriculum/pedagogy for how children learn best in EYFS/KS1 * Demonstrate knowledge and understanding of progression and sequencing within the curriculum. * Know how teaching should be adapted to meet the needs of all learners, removing any barriers for disadvantaged, EAL, SEND, SEMH * Proactive, resourceful and effective in adapting provision and tasks to achieve deep learning for all learners * Ability to provide clear and concise feedback to children * Know your own strengths and areas for development to further improve the quality of teaching * Understand how resources and provision are used effectively to enhance and deepen learning * Demonstrates excellent standards of literacy and numeracy * Have a sound understanding of a wide range of SEND needs * Have a good knowledge of pedagogical strategies to meet the needs of all SEND/complex learners | * Strong understanding of DfE and school guidance and legislation * Knowledge of the Federation key priorities * Recent experience of teaching in EYFS or KS1 * Experience and/or understanding of KS2 curriculum * Have some knowledge and understanding of restorative practices * Have some knowledge and understanding of Rosenshine’s principles, the science and research behind how children learn best |
| **Personal skills, attributes and values** | * Demonstrate integrity that is driven by a strong moral compass and values * Lead by example in every interaction * Be ambitious for self and others * Highly organised * Have effective strategies to manage own wellbeing and resilience * Using own initiative to make a difference for children, colleagues, community * Know yourself well, your strengths and areas for development * Highly effective communication skills * Able to work well as an individual and as part of a team * Able to motivate yourself and those around you with a positive approach * Solution focused and ability to equip others to be reflective * Approachable, empathetic and personable * Ability to relate well to children/adults showing mutual respect * Ability to communicate effectively both orally and on paper to a range of audiences * Ability to work under guidance and under own initiative * Ability to liaise effectively where necessary with parents, outside agencies, governors etc. * Ability to create and maintain positive and professional working relationships * A sense of fun and humour * Ability to inspire and enthuse others * Ability to manage difficult conversations with children, parents and staff in a professional manner * Demonstrate strong commitment to the Federation vision and values * A commitment to attending appropriate professional development opportunities * A commitment to supporting the wider curriculum opportunities and school events | * Ability to coach and mentor others with impact |