

**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
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| **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
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| **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
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| **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
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| **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
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