This Person Specification will act as a selection criteria mechanism and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E): - without which candidate would be rejected.

Desirable (D): - useful for choosing between two good candidates.

**(1 = Application Form 2 = Interview 3 = Observed Lesson/Practical Exercise 4 = Proof of Qualification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please make sure that when you complete your application form, you give clear examples**  **of how you meet the essential and desirable criteria.** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Teaching within EYFS or KS1  Teaching of Early Reading and Systematic Phonics  Knowledge of EYFS/KS1 Curriculum  Use of Continuous Provision in an EYFS Setting.  Use of Formative Assessment Data to identify and plan next steps | 1,2  1,2,3  1,2,3  1,2  1,2,3 |  |  |
| **Skills/Abilities** | Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies).  Able to use IT effectively to support both the curriculum and work organisation.  Able to work as part of, and contribute to, a whole-school team.  Able and confident to manage and direct other adults  Able to monitor and evaluate own teaching and learning  Able to identify the necessary resources which ensure high quality teaching and learning  Able to assess the needs of individuals to inform lesson planning. Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly. | 1,2  1,2  1,2  1,2  1,2    1,2,3  1,2,3 | Able to train, coach and mentor others.  Previous experience of leading others (e.g. subject co-ordinator) | 1,2  1,2 |
| **Equality Issues** | Demonstrable commitment to inclusive teaching and learning.  Awareness of the effects of discrimination on pupils, parents, colleagues and policy. | 2,3  1,2 |  |  |
| **Specialist Knowledge** | EYFS/ KS1 Knowledge | 1,2,3 |  |  |
| **Education and Training** | Qualified Teacher Status  Evidence of ongoing CPD.  Evidence of your teaching and learning | 4  1.2  2 |  |  |
| **Other Requirements** | Up to date Child Protection Training | 4 | Paediatric First Aid/or recent  First Aid training | 1.2 |

**We will consider any reasonable adjustments under the terms of the Equality Act (2010),**

**to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.**

**The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular**

**those relating to;**

1. **Equal Opportunities**
2. **Health and Safety**
3. **Data Protection Act (1984 & 1998)**
4. **Code of Conduct**

**In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:**

* **Motivation to work with children and young people;**
* **Ability to form and maintain appropriate relationships and personal boundaries with children and young people;**
* **Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.**

***The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau’.***

***‘CVs will not be accepted for any posts based in schools’***