**PERSON SPECIFICATION – Class Teacher**

**With EYFS Lead Responsibility.**

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| **Attributes** | **Essential** | **Desirable** |
| Education & Qualifications | Educated to degree level.  Qualified Teacher Status.  Evidence of appropriate professional development. | Evidence of further studies  Any other qualifications relevant to primary teaching/leadership role. |
| Written application | Well-constructed application showing clear thinking about primary education and ideas to meet the requirements of the post. |  |
| Experience | Proven track record in raising achievements within own teaching.  Experience of working in Early Years.  Responsibility for leading an aspect of school improvement and/or key subject in school.  Involvement with parents and the wider community.  Experience of monitoring of teaching and learning and how this has had a positive impact on the school. | Experience of raising achievement through school specialism/professional networks.  Experience of leading a team.  Involvement in the performance management of staff.  Experience of teaching across the whole Primary age range. |
| Knowledge and Skills | An understanding of the role as described with the potential to be successful in the role.  Exceptional track record for high quality Early Years provision.  Ability to work effectively within a team.  Ability to lead, support and challenge other staff within school which impacts on standards and achievements.  Excellent interpersonal, communication and organisational skills.  High expectations and standards of achievement and behaviour.  Excellent knowledge of the Early Years curriculum.  Thorough understanding of safeguarding children.  Ability to plan, monitor, evaluate and review.  Ability to use ICT to develop children’s learning.  Knowledge of current Early Years pedagogy and theory. | Understanding of delegated leadership and its challenges.  Understanding of school improvement planning.  Experience in monitoring and evaluating curriculum delivery and teaching and learning. |
| Strategic development | Experience of School Improvement Planning.  Evidence of impact across school in a specific area.  Ability to work collaboratively and supportively within the team, making positive contributions. |  |
| Motivation and personality | Sense of humour.  Self-motivated.  Initiative.  Supportive of the school ethos.  Ability to organise, prioritise and delegate.  Tenacity and commitment while working under pressure.  Awareness, understanding and commitment to equality and inclusion.  Energetic, enthusiastic and creative.  Ability to relate well to individuals and groups. | Commitment to providing extra-curricular activities. |
| Attitude and temperament | Positive attitude to teaching, leadership and all aspects of school life.  Be proactive in areas of responsibility and have an awareness of whole school issues.  Commitment to school improvement and to developing own professional skills.  Willingness to take on delegated tasks relevant to the post.  Show a committed, professional and loyal attitude to the school, modelling its aims and values at all times. |  |