

EYFS or Key Stage One Teacher

Person Specification

Training and Qualifications

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Qualified teacher status | √ | | A |
| Degree | √ | | A |
| Recent participation and contribution to a range of relevant training (initial training or in-service training) | | √ | A |

Experience of teaching

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| A recent proven track record of at least 'Good' teaching in EYFS and/or Key Stage One | √ | | A, I |
| Implementing teaching and learning strategies to improve quality and pupil attainment | √ | | A, I |
| Experience and understanding of age related expectations and assessment | √ | | A, I |
| Experience in teaching a range of pupil abilities and meeting individual needs | √ | | A, I |
| Experience of teaching in a church school | | √ | A, I |

Skills and knowledge

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| Good knowledge of the EYFS framework and the National Curriculum | √ | | A, I |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses | √ | | A, I |
| Ability to adapt teaching to meet the needs of all pupils | √ | | A, I |
| Excellent communication and organisational skills | √ | | A, I |
| Experience with the application of technology to teaching and learning | √ | | A, I |

Personal Qualities

| | Essential | Desirable | Source |
|---|-----------|-----------|--------|
| High expectations for all pupils and belief in bringing out the best in all | √ | | A, I |

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|--|---|--|------|
| Commitment to upholding and promoting the ethos and values of the school | √ | | A, I |
| An effective team player that contributes to the staff team. | √ | | A, I |
| To evaluate own teaching for improvement. | √ | | A, I |
| Commitment - always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school | √ | | A, I |
| Ability to work under pressure and prioritise effectively | √ | | A, I |
| Commitment to safeguarding, equality, diversity and inclusion | √ | | A, I |