# 

**Lingdale Primary School**

# Person Specification for

**EYFS Teacher**

**(A) Qualifications**

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|  | **Essential** | **Desirable** |
| Qualified teacher status | **E** |  |
| Degree/PGCE | **E** |  |
| GCSE English and Maths at Grade C or above (or equivalent) | **E** |  |

**[B] Professional Development**

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|  | **Essential** | **Desirable** |
| Has successfully undertaken appropriate PREVENT training | **E** |  |
| Has successfully undertaken appropriate Child Protection training | **E** |  |

**[C] Experience and knowledge of teaching**

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|  | **Essential** | **Desirable** |
| Experience of teaching in more than one school. |  | **D** |
| Significant and successful teaching experience within EYFS | **E** |  |
| To have a knowledge and understanding of all 3 Key Stages in the primary phase. |  | **D** |
| To be able to effectively use data, assessment and target setting to raise standards/address weaknesses. |  | **D** |
| To be able to exemplify how the needs of all pupils (SEN, AEN, AGT, EAL, GRT) have been met through high quality teaching. |  | **D** |

**[D] Professional Attributes**

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|  | **Essential** | **Desirable** |
| Demonstrate an understanding, awareness and empathy for the needs of the pupils at our school and how these could be met. | **E** |  |
| Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies. | **E** |  |
| Excellent written and oral communication skills | **E** |  |
| To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. | **E** |  |
| Show a good commitment to sustained attendance at work | E |  |

**[E] Professional Skills**

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| 1. **Qualities and knowledge** | **Essential** | **Desirable** |
| Have clear values and moral purpose, focused on providing an outstanding education for the pupils they serve.  Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. | **E**  **E** |  |

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| 1. **Pupils and staff** | **Essential** | **Desirable** |
| Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. | **E** |  |

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| 1. **Systems and process** | **Essential** | **Desirable** |
| Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community. | **E** |  |

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| 1. **The self-improving school system** | **Essential** | **Desirable** |
| Work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. |  | **D** |

**[F] Personal Qualities**

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|  | **Essential** | **Desirable** |
| Inspire, challenge, motivate and empower individuals to achieve high goals. | **E** |  |
| Be approachable, person centred. | **E** |  |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. | **E** |  |
| Build and maintain quality relationships through interpersonal skills and effective communication. | **E** |  |
| Demonstrate personal and professional integrity, including modelling values and vision. | **E** |  |
| Manage and resolve conflict. | **E** |  |
| Prioritise, plan and organise themselves and others. | **E** |  |
| Demonstrate initiative in solving problems. | **E** |  |
| Be aware of their own strengths and areas for development with the ability to reflect and evaluate | **E** |  |

**[G] Confidential References.**

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|  | **Essential** | **Desirable** |
| Positive recommendation from current employer/final teaching practise | **E** |  |