



EARLY YEARS CLASS TEACHER PERSON SPECIFICATION

| Personal Qualities, Qualifications and Experience | | Essential | Desirable |
|---|--|-----------|-----------|
| Qualifications and Training | | | |
| 1 | Qualified Teacher Status. | 😊 | |
| 2 | Enhanced DBS Check. | 😊 | |
| 3 | Evidence of continuous professional development. | 😊 | |
| 4 | Trained in Phonics teaching (e.g. Jolly Phonics, Read Write Inc). | 😊 | |
| Knowledge and Understanding | | | |
| 5 | Have a detailed knowledge of the relevant aspects of the EYFS and other statutory requirements and initiatives. | 😊 | |
| 6 | To have a detailed knowledge of safeguarding responsibilities and expectations. | 😊 | |
| 7 | Have a detailed knowledge and understanding of current theory and best practice in teaching and learning. | 😊 | |
| 8 | Possess enthusiasm and a strong belief in the importance of early years. | 😊 | |
| Teaching and Managing Pupil Learning | | | |
| 9 | An excellent Early Years practitioner with high expectations and creative ideas to inspire learning. | 😊 | |
| 10 | Be able to set clear next steps for pupils' learning, building on prior attainment and differentiate tasks effectively. | 😊 | |
| 11 | A clear understanding of classroom organisation and class management. | 😊 | |
| 12 | Use inclusive teaching methods which keep pupils engaged, including stimulating curiosity, using effective questioning, clear modelling and explanation. | 😊 | |
| 13 | Ability to create a caring, challenging and effective learning environment. | 😊 | |
| 14 | Work with parents to encourage their active participation with their child's learning. | 😊 | |
| 15 | The ability to work closely with teaching and support staff to ensure maximum impact on learning. | 😊 | |
| 16 | To be able to demonstrate that as a result of your teaching, pupils achieve well relative to prior attainment, making good progress. | 😊 | |

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|--|--|-----------|-----------|
| 17 | Contribute to equal opportunities at all times. | 😊 | |
| 18 | Taught in more than one year group. | | 😊 |
| 19 | An understanding of transition from Reception to Year 1 | | 😊 |
| 20 | Experience of working with children with SEND. | | 😊 |
| 21 | Demonstrate an active contribution to the policies and aspirations of the school. | | 😊 |
| 22 | To have led a school improvement initiative. | | 😊 |
| 23 | To have a creative approach to innovation and developments. | | 😊 |
| 24 | Experience of planning and organising an enabling environment inside and outside. | | 😊 |
| 25 | Have a positive approach to the outdoors and the ability to use the outdoor environment to support children across different areas of learning. | | 😊 |
| Managing Own Performance and Professional development | | | |
| 26 | Demonstrate a commitment to being part of a whole school learning community within The Stour Federation. | 😊 | |
| 27 | Flexibility and willingness to be involved in the life of the school and wider organisation. | 😊 | |
| 28 | Engage in continuous updating of own skills and knowledge. | 😊 | |
| 29 | Demonstrate responsibility for your own professional development to improve outcomes for children. | | 😊 |
| Personal Qualities | | | |
| 30 | Committed to working collaboratively within a team | 😊 | |
| 31 | Has high expectations and personal integrity with the ability to promote and sustain the values and ethos of the school | 😊 | |
| 32 | Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing with adults and children | 😊 | |
| 33 | Ability to reflect and learn. | 😊 | |
| 34 | Be inspiring and influential. | 😊 | |
| 35 | Sets a good example to the pupils you teach in terms of your presentation and personal conduct, adhering to the Staff Behaviour Policy (Code of Conduct) | 😊 | |

Play. Make their day. Choose your attitude. Be there.