Person Specification

The candidates are required to address the selection criteria in their letter of application.
*Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:*

	Essential
Qualifications & Professional Development	· A Degree or relevant professional qualification · Qualified teacher status · Ability to identify own learning needs · Enjoy challenge
	Desirable
	· Evidence of on-going professional development and research particularly relating to Early Years pedagogy · Perform efficiently in all aspects of classroom practice · Paediatric First Aid Certificate
Experience	**Essential**
	· Evidence of consistently good to outstanding teaching within an Early Years or Nursery setting · Successful experience of whole class teaching in an inner city primary school or diverse early years setting · Experience of planning, resourcing and delivering continuous provision and play based learning
	Desirable
	· Recent experience in a school with a majority of EAL Learners · Teaching experience across different age ranges, including wider EYFS (eg 2 year old provision or Reception) · Awareness of the expectations of teachers working within culturally diverse communities
Knowledge & Understanding	**Essential**
	· Detailed knowledge of the Early Years Foundation Stage (EYFS) Statutory Framework, including the prime and specific areas of learning and development (replacing the primary National Curriculum requirement for this specific role) · Knowledge of how to monitor, assess and record evidence of children's learning · Have a working knowledge of teachers' professional standards, duties and legal responsibilities · Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils including the use of digital technology . Understanding of systematic synthetic phonics (Phase 1) and early mathematical development.
	Desirable
	. Detailed understanding of Birth to 5 matters · Secure knowledge of statutory requirements relating to the Primary National Curriculum (useful for understanding transitions into Key Stage 1). . Knowledge and understanding of teaching children who have special educational needs and of children who are learning English as an additional language

	· Understanding of Equal Opportunities implications for teaching and learning · Successful experience in creating an effective learning environment and developing successful behaviour management · Have good knowledge experience of using digital technology to enhance learning
Skills & Abilities	**Essential**
	· Ability to plan and teach the curriculum taking account of children's different needs and assessment for learning, balancing adult-led activities with child-initiated play · Ability to use effective behaviour management strategies focusing on co-regulation, emotional support, and early personal, social, and emotional development (PSED). · Ability to work effectively as a team member and to make a contribution to the overall development of the school, including effectively deploying, directing, and modelling best practice to Early Years Educators and support staff. · Ability to work on own initiative and meet agreed deadlines · Ability to follow agreed school policies and procedures · Ability to communicate effectively with pupils, staff, parents and the wider community, including building strong parent partnerships as the child's 'first educator', managing settling-in periods, and fulfilling the 'Key Person' role.
Commitment	**Essential**
	· Commitment to high standards for all pupils · Commitment to implementing the school's safeguarding and equality of opportunity policies both in the curriculum and the school organisation, including the specific statutory welfare requirements of the EYFS. · Commitment to shared responsibility for health and safety in the workplace and how to implement it in this area of work., including safe and dignified practices for intimate care and toileting routines.