



Person Specification

Reception Class Teacher. This sets out the qualifications, experience, knowledge and qualities we are looking for. Please show in your application how you meet the essential criteria, using examples. Desirable criteria may strengthen an application but are not requirements for appointment.

Criteria	Essential	Desirable	How assessed
Qualifications			
Qualified Teacher Status (QTS)	✓		A/I/O
First degree or equivalent	✓		A/I/O
Higher degree or further qualification		✓	A/I
Evidence of further professional development, particularly in early years		✓	A/I
Current paediatric first aid certificate		✓	A/O
Level 3 Forest School Leader qualification		✓	A/O
Experience			
Successful teaching in the EYFS, through employment or training placements	✓		A/I/O
Experience of teaching early reading through a systematic synthetic phonics programme, including during training	✓		A/I/O
Successful teaching in a Reception class, with evidence of positive impact on children's learning		✓	A/I
Experience of working effectively with early years practitioners and support staff		✓	A/I
Experience of leading, or contributing to the development of, a curriculum subject		✓	A/I
Experience of working in partnership with parents and carers, including at transition into school		✓	A/I
Professional Knowledge and Understanding			
A thorough understanding of effective teaching and learning in the early years, including the role of play	✓		A/I
Secure knowledge of the EYFS statutory framework, including the areas of learning and the characteristics of effective teaching and learning	✓		A/I
Understanding of how young children develop communication, language and early reading	✓		A/I
Understanding of early years assessment, including the Reception Baseline Assessment and EYFS Profile	✓		A/I

Criteria	Essential	Desirable	How assessed
Understanding of inclusive practice, including early identification of SEND, and the ability to adapt teaching while maintaining high expectations for every child	✓		A/I
Understand when and how to seek advice and support	✓		A/I
Willingness to support the school's Christian vision and values of Trust, Creativity and Wisdom, and contribute to collective worship	✓		A/I
Understanding of statutory safeguarding responsibilities, current KCSIE Part One, the EYFS safeguarding and welfare requirements and appropriate professional boundaries	✓		A/I/O
Skills			
Able to engage young children and extend their learning through skilful interaction, as seen in an observed session	✓		O
Well-developed interpersonal skills	✓		A/I
Able to communicate effectively, orally and in writing, to a range of audiences	✓		A/I
Able to communicate sensitively and effectively with parents and carers	✓		A/I
Able to plan, organise and prioritise in working to deadlines	✓		A/I
Abilities and Attributes			
A caring, nurturing approach combined with high expectations of young children	✓		A/I/O
Able to use professional judgement to focus on the needs of the children across all areas of learning	✓		A/I
Able to work collaboratively and guide early years practitioners and support staff effectively	✓		A/I
Able to think creatively and imaginatively to anticipate and solve problems and identify opportunities	✓		A/I
Able to inspire the confidence of others	✓		A/I
Able to develop and maintain good relationships with staff, parents, children, governors and the wider community	✓		A/I
Committed to continuous professional development (CPD)	✓		A/I
Able to reflect on own practice and identify areas for improvement	✓		A/I

How assessed: A = Application I = Interview O = Other (e.g. certificates, references, observed session)