



PERSON SPECIFICATION: RECEPTION CLASS TEACHER

Areas	Essential	Desirable	How assessed
<u>Qualifications</u> <ul style="list-style-type: none"> QTS Paediatric First Aid trained Up to date safeguarding training Prevent training 	✓	✓ ✓ ✓	App/Doc App/Doc App/Doc App/Doc
<u>Experience</u> <ul style="list-style-type: none"> Experience of teaching in EYFS / KS1 Experience of teaching in Nursery Experience of working with children with special needs Developing and supporting social communication and interaction skills carrying out formative & summative assessment. A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies. Good written communication skills 	✓ ✓ ✓ ✓	 ✓ ✓ 	App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref App/Int/ Ref
<u>Knowledge</u> <ul style="list-style-type: none"> Knowledge of child protection, safeguarding and health and safety procedures. Working knowledge of the new EYFS programme Working knowledge of early child development 	✓ ✓ ✓		App/Int/ Ref
<u>Skills/Attributes</u> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. Empathy with children and young people. Ability to work effectively as part of a team. An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress. To be able to communicate effectively with 	✓ ✓ ✓ ✓ ✓		App/Int Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref

Areas	Essential	Desirable	How assessed
<p>children, young people, colleagues and parents/carers.</p> <ul style="list-style-type: none"> • Able to create an exciting and motivating classroom environment which inspires children to experiment and explore • Able to contribute to and support the development of the curriculum in following areas Understanding the World and Literacy. • Have positive values, attitudes and have high expectations for learners. • Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. • Able to work collaboratively as member of a team and contribute to the professional development of colleagues, including the sharing effective practice. • Able to plan, organise and prioritise and manage time effectively. • Good verbal and interpersonal skills • Able to use ICT knowledge and skills in the learning environment. • Have positive values, attitudes and have high expectations for learners. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p>
<p><u>General Circumstances</u></p> <ul style="list-style-type: none"> • Attendance - evidence of regular attendance at work. • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	<p>✓</p> <p>✓</p>		<p>App/Ref/ Med</p> <p>App/Int</p>
<p><u>Factors not already covered</u> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010</p>	<p>✓</p>		<p>Med</p>
<p>1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service 2 Additional criminal record checks if applicant has lived outside the UK 3 List 99 and/or POCA List (residential establishments only) check 4 Professional Registration/QTS check with the National College for Teaching and Leadership 5 Two references from current and previous employers 6 Medical clearance</p>	<p>All essential</p>		

