

MARINE PARK FIRST SCHOOL
CLASS TEACHER + TLR 2B PERSON SPECIFICATION

AREA	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
1. SKILLS, KNOWLEDGE, APTITUDE	<ul style="list-style-type: none"> • Exceptional practitioner • Exceptional classroom management and discipline • Ability to plan, record and assess for children's progress in a variety of ways within EYFS • Skill to lead teaching and learning in EYFS • Secure working knowledge of the Statutory Framework for the Early Years Foundation Stage and its assessment, recording and reporting requirements • Competence in using technology for teaching, assessment, and communication • A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies • Have positive values, attitudes and high expectations for learners • Commitment to raising standards of achievement and understanding strategies to achieve this • An ability to motivate, support and monitor teaching and support staff to ensure that standards are raised and targets and priorities of the school are achieved • An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress within your key stage • Secure working knowledge of Ofsted expectations and framework • An understanding of the school self-evaluation process 	<ul style="list-style-type: none"> • Ability to lead and chair curriculum working groups • Knowledge of policy development and implementation • Knowledge of relational/restorative approaches • Ability to manage budgets and resources effectively • Secure working knowledge of the National Curriculum and its assessment, recording and reporting requirements • Have a commitment to provide extra-curricular activities 	<ul style="list-style-type: none"> • Letter of Application/Application form • Lesson observation • Interview • Pre Interview task • Pupil activity • In-tray

	<ul style="list-style-type: none"> • Excellent written and oral communication skills • Excellent interpersonal and leadership skills • Able to plan workloads and set priorities • Able to relate well to all groups listed in the job description • Strong skills in parental engagement 		
2. QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> • Qualified teacher status: Primary phase qualification • Evidence of appropriate, relevant and on-going professional development and training 	<ul style="list-style-type: none"> • Degree • Further professional development 	<ul style="list-style-type: none"> • Letter of Application/Application Form • Interview
3. EXPERIENCE	<ul style="list-style-type: none"> • Recent and extensive EYFS teaching experience • Experience of effectively co-ordinating the work of teaching and support staff • Experience of working with disadvantaged children and those who have additional educational needs • Experience of promoting high standards of behaviour • Experience of liaising with school specialists, outside agencies or professionals to support a child's access to the curriculum • Awareness of data, assessment and record keeping procedures • Experience of the planning and recording procedures and the maintenance of SEND Support Plans including the preparation of reports and involvement in reviews • Experience of developing and delivering in service training for staff • Experience coordinating performances and concerts 	<ul style="list-style-type: none"> • Teaching experience in Reception and Nursery • Experience in delivering/supporting 30-hour nursery entitlement, including planning provision, coordinating staffing, and ensuring compliance with statutory guidance. • Teaching experience across the primary range • Experience in more than one setting • Experience of monitoring interventions and contributing to school improvement planning • Be co-ordinator for a curriculum area • Involvement in preparation and administration of Baseline/EYFS profile • Experience of managing teams of staff at a phase level • Experience of effectively appraising the work of teaching and support staff • Experience of mentoring and supporting early career teachers • Experience of recruitment 	<ul style="list-style-type: none"> • Letter of application • Phase data analysis exercise • Safeguarding Exercise

		<ul style="list-style-type: none"> • Experience of EYFS curriculum design and evaluation • Experience in analysis of data • Experience of being a Designated or Deputy Designated Safeguarding Lead • Experience coordinating educational visits • Experience of liaising with governors • Experience of implementing relational/restorative approaches 	
4. DISPOSITION & SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> • The ability to work as part of a team • Commitment to promoting staff wellbeing • Reliable, flexible, committed, well-motivated, credible, enthusiastic • Commitment to equal opportunities and inclusion • Well organised • Excellent health and attendance record • Additional strengths in curriculum subjects • A sense of humour • Commitment to continual professional development • No adverse criminal record • Strongly committed to safeguarding and promoting the welfare of children and young people • A well-constructed letter of application (and application form), relevant to the job outline and person specification 	<ul style="list-style-type: none"> • Willingness to organise out of school activities and educational visits to promote teaching and learning in the phase you teach in • An optimistic outlook 	<p>Interview tasks</p> <p>Lesson</p> <p>Observation</p> <p>Application letter</p>