

St Margaret’s CE Primary School:

Reception TA4 Person Specification

**A/I=assessed by application, interview or both**

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| **Aspect** | **Essential** | **A/I** | **Additional/Desirable** |
| Training | 1.1 Level 2 literacy and numeracy qualifications | A | Level 3 childcare qualification |
| Experience | * 1. Experience of working with EYFS pupils (2 – 5 years) or placement experience in EYFS if recently completed a teaching qualification   2. Recent/relevant CPD   3. Experience of/commitment to supporting and delivering effective safeguarding procedures   4. A passion for working with children in the early years | A/I A  A/I | Experience of working in an early years school setting |
| Understanding Knowledge/Skills (General) | * 1. The ability and skills to teach a broad and balanced curriculum to the highest standard   2. The ability to provide opportunities for independent and cooperative learning   3. Knowledge of the EYFS framework   4. The ability to contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate   5. The ability to enable pupil progress across a period of time   6. The ability to teach lessons which motivate groups of pupils and produce outstanding outcomes   7. Outstanding organisational and time management skills; the ability to prioritise and meet deadlines   8. Effective use of ICT in the classroom and as a management tool   9. Ability to form outstanding teacher/pupil relationships | A/I A/I A/I A/I A/I A/I A/I A/I A/I A/I  A/I | Good understanding of the needs of pupils in a mobile, urban school |
| Understanding Knowledge/Skills (School and role specific) | * 1. Knowledge and understanding of the characteristics of effective education in a highly urban/EAL setting   2. Understanding of early reading, early maths and early language development   3. Understanding of high-quality continuous provision and how it supports learning   4. Effective use of high-quality interactions to support pupils progress and learning   5. Be willing to support teaching staff to continually develop the quality of provision to suit the needs of the pupils   6. Ability to teach sessions to groups of pupils in Phonics, English and Maths   7. Ability to deliver 1:1 and small group phonics interventions   8. Understanding of the benefits of good home/school relationships and the school’s responsibility to parents   9. Be willing to meet the self-care needs of pupils   10. To be involved in extra-curricular activities and the wider life of the school | A/I A/I A  A/I | Experience of outdoor  Learning  Experience for Read Write Inc phonics programme |
| Professional Values | * 1. High expectations and a passionate desire to drive up standards   2. Commitment to teamwork at all levels   3. Willingness to promote enrichment opportunities   4. Keen interest in own CPD | A/I A/I A/I  A | Support for an enriched curriculum through out of hours learning and  educational visits |
| Personal Qualities | * 1. The ability to think creatively and imaginatively   2. Passion for, and commitment to, working in a multicultural, multi-faith school in a highly urban environment   3. The ability to be reflective and adaptable to changing circumstances   4. Effective interpersonal and communication skills   5. To not be afraid of getting messy   6. When all of the above fail, the ability to maintain good humour, a willingness to learn and the will to bounce back and continue to strive for excellence | I I I I I I | Brings personal interests and enthusiasms to the school community |