

## Person Specification Main Scale Teacher EYFS

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW ASSESSED *</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree or relevant qualification and experience.</li> <li>• Qualified Teacher Status.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued professional development.</li> </ul>	A
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching within EYFS providing a curriculum that ensures a high standard of achievement for all pupils.</li> <li>• Evidence of good or outstanding teaching which impacts children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with learners from a variety of social and cultural backgrounds.</li> <li>• Supporting learners with SEN.</li> <li>• Working with parents/carers and multi agencies.</li> </ul>	A I R
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• The teaching of phonics</li> <li>• The requirements of the National Standards for Teachers.</li> <li>• Monitoring, assessment, recording and reporting learners' progress.</li> <li>• The importance of community working.</li> <li>• The theory and practice of providing effectively for the individual needs of all learners.</li> <li>• An understanding of the Development Matters Framework</li> <li>• A broader understanding of the curriculum and creative opportunities to engage pupils.</li> <li>• Safeguarding practices including KCSIE</li> <li>• Responsibilities under the SEN Code of Practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using Read, Write, Inc.</li> <li>• The importance of developing an effective environment to enhance learning both indoors and outdoors.</li> </ul>	A I O

<b>Skills/ Abilities</b>	<ul style="list-style-type: none"> <li>• Demonstrate excellent of levels of spoken grammar and oracy.</li> <li>• Actively promote the school's values, aims and objectives.</li> <li>• Develop good professional relationships within and across teams.</li> <li>• Establish effective relationships with learners, parents/carers and the school community.</li> <li>• Effectively manage challenging behaviour.</li> <li>• Create an environment that promotes independence, creativity and challenge.</li> <li>• Demonstrate good ICT skills.</li> <li>• Support the development of a curriculum area.</li> <li>• Demonstrate excellent literacy/numeracy skills.</li> <li>• Lead and manage support staff to ensure effective learning.</li> <li>• Reflect upon and adapt practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the leadership of a core subject area.</li> <li>• Make an additional contribution to extra curricular activities.</li> </ul>	R A I O
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Professionalism.</li> <li>• Effective communication skills</li> <li>• Approachability and sensitivity.</li> <li>• Excellent organisational skills.</li> <li>• Honesty, reliability and confidentiality.</li> <li>• Flexibility, enthusiasm, resilience and drive.</li> <li>• A commitment to further professional development and training.</li> <li>• Ability to inspire, engage and motivate all learners to reach their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and dynamic approaches.</li> </ul>	I R
<p>In the first instance, we assess applications against the following elements:</p> <ul style="list-style-type: none"> <li>• Overall presentation</li> <li>• Use of standard English</li> <li>• Grammatical accuracy</li> </ul> <p>If an application does not meet the expected standard, it will be discarded before being matched to the person specification.</p>			
<p><b>*A = Application Form; I = Interview; R = Reference; O = Observation</b></p>			