

KS1 and EYFS Class Teacher Person Specification

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|  | Essential Criteria | Desirable Criteria |
| Qualifications, Training and Experience | • Qualified teacher status• Experience of teaching the primary curriculum in KS1 and/or EYFS |  |
| Professional Knowledge and Understanding | A sound understanding of:• How children learn• What constitutes excellent classroom practice neededto promote high quality teaching and learning• The educational needs of the whole range of pupils inKS1 and/or EYFS• Approaches to planning, assessing, monitoring andevaluating the curriculum in KS1 and/or EYFS• Provision for gifted and talented children and for thosewith special educational needs• The importance of forming and maintaining appropriaterelationships and personal boundaries with children | • Understanding of the role andresponsibilities of a curriculum leader• Have an up to date knowledgeof current teaching and widercurriculum developments |
| Teaching Skills | * Excellent teaching skills with high expectations of self

and pupils• A reflective and creative practitioner• Ability to use a range of teaching styles and strategiesto ensure high levels of pupil learning and achievement• Ability to motivate and enthuse all pupils so they makeat least good progress• Ability to ensure full inclusion of all pupils• Excellent ICT skills | • Experience of making asignificant impact and progressin children’s learning• Ability to positively influence thepractice of others• Evidence of teaching consistently at a good level |
| Communication andTeam Working | • Communicate effectively in speech and in writing whenworking with children, and when communicating withparents, other staff and governors where appropriate• Able to inspire trust and confidence amongst others• Able to work effectively as a member of a team |  |
| Management andOrganisation | • Ability to prioritise and meet whole school deadlines• Ability to plan and organise effectively to meet theneeds of children | • Involvement in out-of-schoolactivities• Awareness of links between theschool and local community |
| Professional Qualities | • Have the confidence to act upon one’s own initiativeand to be proactive• Confidently and calmly deal with a range of situationsemploying diplomacy and confidentiality, whenappropriate• Recognise when to seek advice and support wherenecessary.• Commitment to equal opportunities for all pupils andstaff | • Ability to think creatively and tobe able to anticipate and solveproblems |
| Personal Qualities | * A commitment to putting children first

• Enthusiastic, resilient and positive thinking• Open-minded to change• Hard-working and able to keep to deadlines |  |