



## **Person Specification**

### **NURSERY CLASSROOM TEACHER**

<b>FACTOR</b>	<b>Essential (E) Or Desirable (D)</b>	<b>Assessment Method</b>
<b>QUALIFICATIONS</b>		
Degree level qualification	E	A/R
Qualified Teacher status.	E	A/R
Up-to-date CPD and evidence of proactive, self-development.	E	A/I
Up-to-date Child Protection Training.	E	A
Current paediatric first aid certificate.	D	A
Primary phase qualification.	E	A
Depending on the career stage of the applicant, a demonstration of commitment to ongoing in-service training.	E	A/I
High standard of Maths and English.	E	A/I
<b>EXPERIENCE</b>		
Age and subject related teaching experience, using a wide variety of strategies to maximise achievement for all pupils through an inclusive, holistic approach, including pupils with special educational needs and high achievers and to meet differing learning styles.	E	A/T/R

Experience of creating a stimulating, effective and inclusive learning environment teaching primary pupils, both within and beyond the classroom.	E	A/R
Experience of planning independently and with colleagues, preparing and delivery stimulating learning experiences in line with the Foundation Stage/primary curriculum including phonics.	E	A/R
Experience of the appropriate use of a range of teaching styles, including adapting teaching strategies to relate sensitively and flexibly to the different needs of all pupils including those with needs and higher achievers.	E	A/T/R
Experience of analysing relevant data to monitor pupil progress and levels of attainment against set targets, promoting the highest possible aspirations for pupils targeting expectations and actions to raise their achievements.	E	A/R
Successful experience in using a range of strategies for raising attainment.	E	A/R
Experience of effective planning methods, including the use of tracking and data analysis.	E	A/R
Experience of effectively using a range of behaviour management strategies to fairly and in a calm manner in order to ensure a safe, focussed environment for learning.	E	A/T
Experience of creating an effective continuous provision which challenges and extends the learning of all individuals	E	A/I/R
Experience of planning for and using the outdoors to enhance the continuous provision.	E	A/I/R
Experience of leading a curriculum area	D	A/R
Experience of expertise or personal interests in an extra-curricular context e.g. Dance, writing, sport.	D	A/I
Experience of using of ICT effectively in role.	E	A/T/I
<b>KNOWLEDGE AND UNDERSTANDING</b>		
A thorough knowledge and understanding of the statutory requirements and implications of legislation concerning safeguarding children, multicultural education, inclusion, equal opportunities and health and safety.	E	A/I/R
A practical knowledge and understanding of the aims of the EYFS statutory requirements.	E	A/I/R
A secure knowledge of all areas of the Foundation Stage curriculum, including Little Wandle phonics and White Rose maths	E D	A/I/R
Knowledge of effective phonics teaching to achieve high performance in Reading and Writing.	E	A/I/T
A practical knowledge of how to effectively plan for and support the development of the Prime Areas of learning.	E	A/I/T

A practical knowledge and understanding of a range of assessment requirements and arrangements used to analyse relevant data to monitor pupils' progress and levels of attainment against set targets, plan subsequent lessons, and promote the highest possible aspirations for pupils, targeting expectations and actions to raise their achievements.	E	A/I
An in-depth knowledge and understanding of how to use local and national data to evaluate the effectiveness of teaching.	D	A/I
A sound understanding of inclusion, making the curriculum accessible to all learners.	E	A/I/R
A practical knowledge of ICT and how this can be used in role.	E	A/T
Recent, relevant understanding and knowledge of current issues affecting the education sector.	D	A/I
<b>SKILLS AND ABILITIES</b>		
The ability to work in a team and liaise and work effectively with others and to motivate others to achieve successful outcomes.	E	A/R
Ability to establish a good relationship with pupils in order to gain their confidence and motivate them to learn.	E	A/T
Ability to form effective positive, informative, working relationships both within the school, with parents and carers and with the wider school community.	E	A/R
Enthusiastic, positive and passionate about teaching and learning.	E	T/I/R
The ability to adapt to changing work priorities, circumstances and needs.	E	R
Effective verbal and written interpersonal and communication skills with across a wide range of pupils relating positively to and showing respect for all members of the school and wider community, with the ability to use ICT, as appropriate.	E	A
Ability to demonstrate and promote the school's vision and ethos.	E	R
Efficient and well organised and able to meet deadlines.	E	R
Ability to plan and prepare thoroughly, in advance and collaboratively.	E	R
Proactive with a 'can do' attitude.	E	R

Effective problem solver with the ability to present alternative solutions where appropriate.	E	I/R
Sense of humour.	E	I/R
Ability to reflect on own practice, responding positively to the suggestions of others or to constructive criticism.	E	I/R
Ability to offer extra-curricular activities [eg plays a musical instrument, sports person].	D	A
Demonstrates warmth, care and sensitivity.	E	I

Key: Application Form (A); Interview (I); Task (T); References (R).

Last updated: 17.5.23