**Person Specification – Teacher**

Enhancing the lives of young children and their families

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| **Attributes** | **E –Essential**  **D - Desirable** | **Evidence**   1. **Application**   **R - Reference**  **0- Observation**  **I - Interview** |
| Qualifications | |  |
| Degree | E | A |
| Qualified Teacher Status | E | A |
| Trained and experienced in teaching EYFS and Key Stage 1 | E | A |
| Read Write Inc trained | D | A |
| Experience | |  |
| Proven track record of outstanding teaching and learning | E | A / R / O / I |
| Experience of teaching children between the ages of 3-11 | E | A / R / I |
| Experience of teaching children with a varying range of needs, including emotional and behaviour difficulties | E | A / R / I |
| Proven track record in raising pupils’ attainment | E | A / R / I |
| Experience of or commitment to effectively leading an area of EYFS curriculum | D | A / R / I |
| Knowledge and Understanding of | |  |
| Knowledge and understanding of child development and the factors affecting child’s ability to learn. | E | A / I |
| The EYFS Framework and the National Curriculum | E | A / I |
| The Professional Standards for Teachers | E | A / R / O/ I |
| Knowledge of recent educational developments | E | A / I |
| The statutory requirements of legislation regarding Equal Opportunities, Child Protection, SEND and Health & Safety | E | A / I |
| The principles of effective monitoring, assessment, recording and reporting of pupils’ progress | E | A / R / O / I |
| Effective procedures for managing and promoting positive behaviour | E | A / O / I |
| The impact of the physical classroom environment | E | I |
| Data analysis and the impact this has on achievement and attainment | E | A / I |
| Teaching and learning styles and techniques and providing effectively for the individual needs of all children | E | A / O / I |
| The importance of culture and ethos and how they impact on morale, high expectations and high standards | E | A / R / O/ I |
| Skills and Abilities | |  |
| Promote the school’s aims and vision positively | E | A / R / O / I |
| Effective strategies to motivate and inspire | E | A / R / O |
| Ability to plan, teach and assess effectively for a range of children including children with additional needs. | E | R / O |
| Develop good relationships with all stakeholders | E | R |
| Communicate effectively to a variety of audiences | E | A / R / O / I |
| Create a challenging, effective and stimulating learning environment | E | O |
| Effective use of ICT | E | A |
| To further develop personal professional skills and knowledge | E | A / I |
| To successfully lead an experienced and diverse team of professionals. | D | A / R |
| Safeguarding, Child Protection, Health & Safety | |  |
| Committed to adhering to all school policies and procedures | E | A / I |
| Personal Qualities | |  |
| Strong personal ethos that puts the needs of the child and his/her family at the heart of the education process. | E | A / R |
| Enthusiastic and positive | E | R / O / I |
| Team player | E | R / O / I |
| Willingness to participate in school events | E | A / I |
| Dedicated and determined | E | A / R / I |
| Resilient and reliable | E | A / R |