PERSON SPECIFICATION – EYFS/KS1 MAIN SCALE TEACHER

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|  | Desirable (D) / Essential (E) | Application (A) /  Letter (L) Interview (I) References (R) |
| **Training, Qualifications and experience** |  |  |
| Qualified Teacher Status | E | A |
| Recent experience of teaching/or Practice in EYFS and/or KS1 | E | A L R |
| Knowledge of EYFS/KS1 curriculum and provision | E | A L I |
| Excellent classroom practice and behaviour management skills | E | L I R |
| Experience of organising and implementing an effective learning environment both indoors and outdoors | D | L I |
| Experience of managing support staff in the classroom | D | L I |
| **Knowledge/skills/abilities** |  |  |
| A clear vision about the inclusion of children with a wide variety of needs | E | L I |
| Sound knowledge of the elements of effective teaching and learning including using assessment to inform future learning. | E | L I |
| Ability to provide a stimulating, happy and secure learning environment | E | L I R |
| A commitment to Lancashire’s Safeguarding Children practices | E | L I |
| Be able to develop innovative and creative approaches to teaching and learning | E | L I R |
| High expectations for all pupils and the ability to track this through assessment. | E | L I R |
| A passion for developing a creative curriculum which prepares pupils for life in a multicultural global society | E | L I |
| Up to date ICT/computing skills to enhance teaching and learning | E | L I R |

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| Ability to co-ordinate an area of the curriculum negotiated with the Head teacher | D | L I |
| **Personal skills and attributes** |  |  |
| Willingness to support the Christian ethos, vision and Mission Statement of the school | E | L I |
| Ability to form and maintain appropriate relationships and personal boundaries with pupils. | E | L I R |
| Ability to work as part of an effective team showing enthusiasm, adaptability and flexibility | E | L I R |
| Effective interpersonal and communication skills with pupils, colleagues and parents | E | L I R |
| Able to use own initiative and meet deadlines | E | I R |
| Willingness to participate in the additional activities of the school, such as extra curricular activities and PTFA events. | D | L I |
| A commitment to further professional development | E | L I |
| Commitment to safeguarding and protecting the welfare of children and young people  Commitment to equality and diversity  Commitment to health and safety  Commitment to attendance at work | E  E  E  E | L I R |