



## STAKEFORD PRIMARY SCHOOL

### Person Specification: Reception Class Teacher

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Have qualified teacher status.</li> <li>• An enhanced DBS check (completed on appointment).</li> <li>• Proven suitability to work with children and young people (through the interview selection process and references).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recent training in Safeguarding/Child Protection</b></li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• To have a good understanding of EYFS Framework</li> <li>• Experience of teaching in EYFS or Year 1.</li> <li>• Experience of teaching in mixed ability classes.</li> <li>• Have the willingness and enthusiasm needed to lead and manage a curriculum subject whilst inspiring others.</li> <li>• To be able to contribute positively to the School Development Plan and School Self Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to your work.</li> <li>• Experience of planning and implementing a creative, exciting and challenging curriculum.</li> </ul>
<b>Teaching, Learning and Assessment</b>	<ul style="list-style-type: none"> <li>• Have a proven track record of good/outstanding teaching.</li> <li>• Demonstrate consistent and effective planning of lessons which identify clear learning intentions, content, lesson structures and sequences.</li> <li>• Demonstrate consistent and effective use of information about prior attainment to make clear expectations for all pupils, including identifying challenging targets.</li> <li>• Have had experience of working with children with a range of special educational needs and to be able to provide positive and targeted support for all learners.</li> <li>• Be able to assess how well learning objectives have been achieved and use this assessment to inform future teaching.</li> <li>• Experience of using school-based assessment and tracking systems to monitor progress and plan targeted next steps in learning.</li> <li>• Mark (where appropriate) and monitor pupils' learning, providing constructive oral and written feedback and identify next steps in line with the school's marking policy.</li> </ul>	<ul style="list-style-type: none"> <li>• To have experience of writing and implement Pupil Passports and SEND Support Plans as well as any other paperwork as required to promote individual pupil achievement.</li> <li>• To be able to follow plans given by outside agencies and oversee 1-1 work.</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Set high expectations for pupil behaviour, establishing and maintaining a</li> </ul>	

<b>Management</b>	<p>good standard of discipline through well-focused teaching and through positive and productive relationships.</p> <ul style="list-style-type: none"> <li>• Proven ability to use inclusive teaching methods which keep pupils engaged and inspired.</li> </ul>	
<b>Managing Own Performance and Professional Development</b>	<ul style="list-style-type: none"> <li>• Set a good example to the pupils you teach in terms of your presentation and personal conduct.</li> <li>• Experience of communicating effectively with parents and carers, including preparing and presenting informative reports to parents.</li> <li>• Be able to evaluate own teaching critically and use this to improve effectiveness.</li> <li>• An understanding of the need to take responsibility for their own professional development and keep up-to-date with research and developments in pedagogy and in the subjects taught.</li> <li>• Demonstrate an understanding of professional responsibilities in relation to school policies and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of liaising with outside agencies responsible for pupil welfare.</li> </ul>
<b>Managing and Developing Staff and Other Adults</b>	<ul style="list-style-type: none"> <li>• The ability to form good relationships with staff, governors and parents and encourage good working practices.</li> <li>• Experience of making effective use of support staff and volunteers in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• To work effectively with outside professionals that are brought into school to enhance children's learning.</li> </ul>