

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 needed  to promote high quality teaching and learning  • The educational needs of the whole range of pupils in  KS1 and/or EYFS  • Approaches to planning, assessing, monitoring and  evaluating the curriculum in KS1 and/or EYFS  • Provision for gifted and talented children and for those  with special educational needs  • The importance of forming and maintaining appropriate  relationships and personal boundaries with children | • Understanding of the role and  responsibilities of a curriculum leader  • Have an up to date knowledge  of current teaching and wider  curriculum 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 strategies  to ensure high levels of pupil learning and achievement  • Ability to motivate and enthuse all pupils so they make  at least good progress  • Ability to ensure full inclusion of all pupils  • Excellent ICT skills | • Experience of making a  significant impact and progress  in children’s learning  • Ability to positively influence the  practice of others  • Evidence of teaching consistently at a good level |
| Communication and  Team Working | • Communicate effectively in speech and in writing when  working with children, and when communicating with  parents, 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 and  Organisation | • Ability to prioritise and meet whole school deadlines  • Ability to plan and organise effectively to meet the  needs of children | • Involvement in out-of-school  activities  • Awareness of links between the  school and local community |
| Professional Qualities | • Have the confidence to act upon one’s own initiative  and to be proactive  • Confidently and calmly deal with a range of situations  employing diplomacy and confidentiality, when  appropriate  • Recognise when to seek advice and support where  necessary.  • Commitment to equal opportunities for all pupils and  staff | • Ability to think creatively and to  be able to anticipate and solve  problems |
| 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 |  |