Two Rivers Federation

Person Specification for Early Years Teacher - Langtree Community School

	Essential	Desirable
Qualifications	• Qualified Teacher Status	• Evidence of continued professional development • Willingness to further develop role through CPD
Experience	• Evidence of delivering excellent teaching in the primary phase • Application of expectations for progress and attainment in the primary age range • Proven quality when working as part of a team • Experience of working within a nurturing environment that retains high aspirations for children and high expectations for all	• Experience of teaching in EYFS • Experience of implementing most recent developments i.e EY reforms, assessment, pedagogy • Experience of subject leadership
Knowledge and understanding	To have knowledge and understanding of: • Current educational practice, pedagogy and research • Providing for individual needs • Monitoring, assessment and recording • Current legislation including Equal opportunities, Health and Safety, SEN and Child protection • Positive links necessary within the school community • Effective teaching and learning styles • Behaviour management (relational practice)	In addition the applicant may have experience of: • Partnership working between schools • EY transition • OFSTED expectations for EY • Thrive approach/relational practice/attachment theory
Skills	Proven ability to: • Have high personal standards • Inspire and motivate others • Have high expectations of self and others • Work collaboratively with governors, parents and the wider community • Develop good personal relationships within a team • Use ICT confidently as a tool for learning • Be committed to whole school developments • Be proactive and well organised • Communicate effectively both orally and in writing • Create a happy, challenging and engaging learning environment • Be a positive role model to children and to all staff • Reflect upon practice and plan improvements, have a passion for innovation and creative thinking	In addition the candidate may also have an ability to: • Lead one or more subject areas across the school • Be committed to educating the whole child • Have good self discipline and motivation • Be committed to whole school developments and provision for all children • Establish close relationships with parents, governors and the community as well as partnership schools
Attributes	To be a reflective practitioner who is selfless, inspiring, approachable, committed, empathetic, enthusiastic, patient, organised, creative, honest and has a good sense of humour!	