

## FOUNDATION STAGE TEACHER: PERSON SPECIFICATION

Essential	Desirable	Evidence
<p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Teaching experience (including training practice) within the Early Years.</li> <li>• Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children.</li> <li>• Knowledge of current legislation, guidance and developments relating to the subject area.</li> <li>• Successful practice in accordance with the specified teaching standards 2012 (as identified below).</li> </ul>	<p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• Involvement in and organisation of wider school activities, including extra-curricular activities.</li> <li>• First aid qualification</li> </ul>	<p>Application form</p> <p>Certificates</p> <p>References</p>
<p><b>Sets high expectations and inspires, motivates and challenges all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</li> <li>• Demonstrates an understanding of attachment and its impact on some pupils.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans excellent play opportunities to promote high quality learning</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p><b>Promotes good progress and outcomes by pupils by:</b></p> <ul style="list-style-type: none"> <li>• Being accountable for pupils' attainment, progress and outcomes.</li> <li>• Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding pupils to reflect on the progress they have made and their emerging needs.</li> <li>• Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</li> <li>• Encouraging pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<ul style="list-style-type: none"> <li>• Can help develop a creative curriculum, making full use of the school site and local area.</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

<p><b>Demonstrates good subject and curriculum knowledge by:</b></p> <ul style="list-style-type: none"> <li>• Having a secure knowledge of the Early Years Foundation Stage curriculum</li> <li>• Demonstrating a critical understanding of developments in a curriculum areas, and promoting the value of scholarship.</li> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</li> <li>• If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics.</li> <li>• If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a working knowledge of Read, Write Inc</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p><b>Plan and teach well-structured lessons by:</b></p> <ul style="list-style-type: none"> <li>• Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>• Promoting a love of learning and children's intellectual curiosity.</li> <li>• Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</li> <li>• Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> <li>• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the link between free-flow play opportunities and teacher led sessions to promote good outcomes</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p><b>Adapt teaching to respond to the strengths and needs of all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</li> <li>• Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</li> <li>• Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</li> <li>• Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; service children and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate knowledge of how to effectively integrate children with additional needs into a mainstream setting</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

<p><b>Make accurate and productive use of assessment by:</b></p> <ul style="list-style-type: none"> <li>• Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</li> <li>• Making use of formative and summative assessment to secure pupils' progress.</li> <li>• Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>• Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of administering baseline asesments</li> <li>• Has experience of Foundation Stage moderation processes</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p><b>Manage behaviour effectively to ensure a good and safe learning environment by:</b></p> <ul style="list-style-type: none"> <li>• Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</li> <li>• Having high expectations of behaviour, and establishing a framework for discipline with a range of positive strategies, using praise, sanctions and rewards consistently and fairly.</li> <li>• Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</li> <li>• Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate good behaviour management strategies with pupils of all ages around the school</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
<p><b>Fulfil wider professional responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Making a positive contribution to the wider life and ethos of the school.</li> <li>• Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> <li>• Communicating effectively with parents with regard to pupils' achievements and well-being.</li> <li>• Making a positive contribution to the whole school team to further develop excellent practice across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of small school research projects to lead school improvement</li> </ul>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>