



**PERSON SPECIFICATION**

**HEAD OF NURSERY**

Job title: Class Teacher and Head of Nursery

**Responsible to:** Head and Deputy

**Pay scale:** MPS

**Person Specification – Class Teacher & Head of Nursery**

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

Category	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Graduate with Qualified Teacher Status e.g. EYFS BA Early Childhood Studies</li> <li>EYPS (Early Years Professional Status)</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of working/leading in Nursery</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in two of the following three settings: Early Years, KS1, KS2</li> </ul>
<b>Qualities, skills, knowledge and abilities</b>	<ul style="list-style-type: none"> <li>Excellent teaching ability which fosters learning</li> <li>Successful experience of working with EYFS Curriculum</li> <li>Ability to strategically plan ahead</li> <li>Excellent knowledge of teaching EYFS learning goals</li> <li>A passion for education in all subject areas</li> <li>A clear understanding of assessment in the Nursery</li> <li>A clear communicator</li> <li>Able to respect privacy and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>A lively, creative and good-humoured approach to all aspects of teaching, management and leadership</li> <li>Strong ICT skills with the ability to work with Clever touch screens</li> <li>Ability to maintain high standards in displaying children's work</li> <li>Ability to foster independent learning within the Nursery</li> </ul>

	<ul style="list-style-type: none"> <li>• To be in sympathy with our Catholic ethos</li> <li>• Evidence of continuing and recent professional development relevant to the post.</li> <li>• Experience of outstanding core /Phase leadership.</li> <li>• Proven record of raising standards for all pupils, including underachieving pupils.</li> <li>• Experience of promoting positive behaviour conducive to learning, focused on raising standards.</li> <li>• Understanding of a diverse range of teaching and learning styles and techniques.</li> <li>• Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards.</li> <li>• Good understanding of effective procedures for managing and promoting positive behaviour among pupils.</li> <li>• Excellent understanding of the role of parents and the community in school improvement and how this can be practised and developed.</li> <li>• Clear understanding of data analysis and the important impact this can have on achievement and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability and willingness to promote the school's aims and the positive culture and ethos.</li> <li>• Ability to implement and lead whole school initiatives and manage change by collaborating with and motivating colleagues.</li> <li>• Ability to effectively support colleagues in raising standards of teaching and learning</li> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Ability to communicate effectively (both orally and in writing) to a variety of audiences.</li> <li>• A personable nature to build effective relationships with parents and all members of the school community.</li> <li>• Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff through leading professional development.</li> <li>• The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress.</li> </ul>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Saint Christina's School is committed to the protection and safety of its pupils.

**As a member of the School staff the post holder will be required to:**

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, whistle-blowing, security, confidentiality and data protection. Reporting all concerns to the appropriate person.

- Give a high profile to equality of opportunity in all areas of activity, including compliance with the Equality Policy.
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development
- Carry out all duties with due regard to Health and Safety Regulations. Under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omissions at work and co-operate in meeting statutory requirements
- The post-holder is required to respect the confidentiality of matters relating to pupils and other members of staff
- The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA), details of which will be made available
- The post holder must be aware of and comply with the school's code of conduct including the school's dress code
- Be committed to the future recruitment into the profession by mentoring trainee teachers.
- Flexibility to be able to add to the wider school day – e.g. organise and oversee interventions to support pupils to diminish any differences and to achieve age related expectations and greater depth.
- To attend local network meetings
- To organise and lead on parent curriculum meetings/workshops
- To promote and ensure that established and newly written school policy is upheld.