Classroom Teacher - Primary Setting (EYFS) Person Specification

E = Essential criteria, D = Desirable criteria

AF = Application form, I = Interview, T=Teaching

		Criteria	Evidence
1	**Personal Qualities**		
	Be able to support and model the distinctive Christian Ethos and values of the Academy within the wider context of the Vision and Values of Cidari Multi Academy Trust.	E	AF, I
	Have a commitment to the development and maintenance of positive partnerships between the Academy, the Trust, parents, parish and the community and other stakeholders.	E	AF, I
	Have a commitment to a high level of pastoral care.	E	AF, I
	Demonstrate warmth, humour, enthusiasm and energy of personality.	E	I, T
2	**Experience** This post offers the opportunity to develop teaching and leadership experience in a framework of high professional expectations.		
	Recent and relevant experience of teaching children within an EYFS setting	E	A, I, T
	Recent and relevant experience of teaching children within the relevant key stage.	E	A, I, T
	Successful implementation of school improvement strategies and an ability to evaluate the impact of these on pupil attainment	D	AF, I ,
	Experience of using strategies intended to narrow learning gaps between groups of pupils. Ability to describe examples and show understanding of impact on learning.	E	A, I
	Experience of having worked successfully in partnership with parents and / or governors.	E	AF, I
3	**Knowledge**		
	Knowledge and understanding of the National Curriculum 2014 and key attainment expectations expressed as 'age-related expectations'	E	AF, I, T
	Knowledge of learning progression, as well as understanding of age-appropriate expectations, in mathematics, literacy, science and e-learning/ computing.	E	AF, I, T
	Knowledge of how to use marking and assessment to set targets and inform next step planning of learning.	E	AF, I
	Knowledge of how to promote equal opportunities, inclusion, and the safety and welfare of all.	E	AF, I, T

	Understanding of how children develop and how to identify potential barriers to learning.	E	AF, I
	Understanding of appropriate strategies for managing pupil's behaviour.	E	AF, I, T
	Understanding of ways to promote and develop pupils' social, emotional, mental, spiritual, moral and cultural well-being.	E	AF, I
	Understanding and/ or experience of effective leadership of an area of additional responsibility within a school or academy.	E*	AF, I
4	Skills / Abilities		
	An ability to use curriculum knowledge to plan effectively to deliver an exciting, engaging curriculum that attempts to meet the interests and needs of diverse learner groups.	E	AF, I, T
	Able to provide an effective, stimulating learning environment appropriate to the need and abilities of all pupils.	E	AF, I, T
	Able to recognise and evaluate quality teaching and learning. *To be familiar with expectations for good and outstanding teaching and learning and to be able to critically appraise your own performance in relation to these criteria: as part of your personal/ professional development and in keeping with the academy's aspiration that all children experience quality learning and high achievement outcomes.*	E	AF, I
	Ability to use effective *assessment for learning* strategies to improve learning outcomes.	E	AF, I, T
	Able to motivate and engage pupils in learning across the whole school curriculum.	E	AF, I, T
	Able to manage and deploy learning support staff effectively to maximise learning opportunities for pupils.	E	AF, I, T
	Able to be reflective, innovative, dynamic and creative. Not afraid of taking risks to trial new approaches.	E	AF, I
	Able to work harmoniously within a team of professionals.	E	AF, I,
	Able to relate well to children, share their interests and enthusiasms and demonstrate high expectations for all.	E	AF, I, T
	Able to use appropriate and effective positive behaviour management strategies to maximise engagement and learning outcomes.	E	AF, I, T
	Able to communicate clearly and accurately both orally and in writing: meeting appropriate professional expectations in terms of style, punctuation, grammar and adaptability to address different audiences.	E	AF, I, T
	Able to use a range of ICT/ e-learning to enhance teaching and learning opportunities and to execute administrative tasks efficiently.	E	AF, I
	An ability to lead and manage the delivery of creative, visual and expressive arts across the academy or another area of whole school responsibility.	D	AF, I

5	Qualifications		
	Qualified Teacher Status	E	AF, I
	Graduate with teaching degree or equivalent qualification	E	AF, I
	Evidence of successful completion of teacher induction year or appropriate evidence/ reference to state you are on track to complete induction prior to taking up post	E*	AF, Ref
	Participation in a range of recent, relevant training and an ability to exemplify the impact of training on your professional development journey.	D	AF, I

* For roles that welcome NQT applications this would be desirable

Cidari Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.