

Person Specification: Nursery Class Teacher

	Essential	Desirable
Qualifications	<p>DfE Qualified Teacher status or equivalent</p> <p>Team Teach certified</p> <p>Paediatric First Aid certified</p>	<p>Evidence of commitment to further professional development</p>
Experience	<p>At least one year's experience of teaching or having placements in a nursery class within a school setting</p> <p>Some experience of teaching in Key Stage One and Key Stage Two</p> <p>Experience of managing a team of nursery staff</p>	<p>More than one year's experience teaching nursery age children within a school setting</p> <p>One year's experience or more of teaching in Key Stage One and Key Stage Two</p>
Knowledge and understanding	<p>Expertise in the use of Tapestry as an assessment tool for nursery age children</p> <p>Expertise in phonics teaching, with specific reference to Jolly Phonics and Letters and Sounds</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Learning Ladders as an assessment tool for Primary age children; • the EYFS framework and curriculum; • Development Matters; • the Daily Supported Reading programme; • Maths Mastery; • the theory and practice of providing effectively for the individual needs of nursery age children (e.g. classroom organisation, learning strategies and intervention support); • the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; • the positive links necessary within school and with all its stakeholders; and • effective teaching and learning styles. 	

	Essential	Desirable
Skills	<p>Ability to:</p> <ul style="list-style-type: none"> • teach nursery age children with Special Education Needs, with particular reference to autism, global delay, speech and learning difficulties; • teach nursery age children who do not speak English; • promote the school's aims positively, and use effective strategies to monitor motivation and morale; • develop good personal relationships within a team contributing to wider school life; • establish and develop effective relationships with parents, governors and the community; • communicate effectively (both orally and in writing) to a variety of audiences in English, including presentations to the Governing Body; and • create a happy, challenging and effective learning environment with excellent behaviour management. 	<p>Ability to develop strategies for creating community links.</p>
Personal characteristics	<p>Approachable</p> <p>Committed</p> <p>Empathetic</p> <p>Enthusiastic</p> <p>Organised</p> <p>Patient</p> <p>Resourceful and creative</p> <p>Flexible</p>	

Candidates should ensure that they address all of the above criteria in their application form, referring, where appropriate to actual experience. In addition the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children
- Ability to form and maintain appropriate relationships and personal boundaries with children
- Behaviour management strategies which respect children's needs

William Tyndale Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.