

|  |
| --- |
| **Early Years Teacher - Person Specification** |
|  | **Essential** | **Desirable** |
| **Qualifications** | Degree -B.Ed (Hons) or PGCE with QTS or equivalent. | Additional coaching or other specialist qualifications appropriate to the job. |
| **Experience** | A thorough knowledge and understanding of the EYFSAn excellent classroom practitionerAt least 1 years’ experience in a full-time teaching position within a recognised education organization or College placements if recently qualified.Knowledge of Tapestry or other online journal. | Experience in an Independent SchoolUnderstanding and experience of working in inclusive settingsExperience of teaching in an international setting |
| **Skills** | Highly developed or developing teaching skillsDisplay flair and creativity in engaging, enthusing and challenging pupilsUp-to-date knowledge of ICT and new technologies.Excellent oral communication skillsAbility to supervise and manage groups of children and young people with confidence Excellent levels of numeracy and literacyAbility to demonstrate and promote positive values, attitudes and behaviorAbility to work collaboratively with colleaguesAbility to work across age groups.Excellent administrative and organisational skillsThe ability to work under pressure and prioritise work. | The desire to develop new skills through in-service training. |
| **Knowledge** | Know and understand what constitutes excellence in teaching and learningExperience of AfL | Other programmes of studyKnowledge of Child Protection |
| **Personal Competencies & Qualities** | Be articulate and inspiring, confident, stable and supportive, highly able and innovativeStamina, energy, determination and drive A sense of humour and a genuine understanding and liking of our childrenApproachable, open and honestDedicated, conscientious and hard workingAn excellent health and attendance record over the last two yearsA willingness to contribute to whole school developmentProvide a role model for pupils and other staff through personal and professional conduct |  |