**Person Specification**

**Post Title**: EYFS teacher and phase leader for EYFS and KS1 transition / Phonics lead

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level | ✓ |  |
| Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS | ✓ |  |
| Evidence of further study in Education |  | ✓ |
| **Experience** |  |  |
| Experience of Subject leadership | ✓ |  |
| Experience of teaching phonics | ✓ |  |
| Will have had the experience of teaching in a multicultural inner-city environment |  | ✓ |
| Involvement in self-evaluation and development planning | ✓ |  |
| Experience of conducting training/leading INSET | ✓ |  |
| **Professional Knowledge and Understanding** |  |  |
| Outstanding pastoral care and safeguarding of children | ✓ |  |
| Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching | ✓ |  |
| Sound knowledge of the EYFS framework | ✓ |  |
| Sound knowledge of phonics | ✓ |  |
| Data analysis skills and the ability to use data to inform provision planning | ✓ |  |
| Effective communication and interpersonal skills | ✓ |  |
| Ability to build effective working relationships | ✓ |  |
| Ability to influence and negotiate | ✓ |  |
| Good record—keeping skills | ✓ |  |
| Understanding of the ethos of a Church school and how this impacts on the quality of education | ✓ |  |
| **Personal Qualities** | | |
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school | ✓ |  |
| Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability | ✓ |  |
| Ability to work under pressure and prioritise effectively | ✓ |  |
| Ability to work as part of a team | ✓ |  |
| Ability to impose calm | ✓ |  |
| Good listener, a positive outlook | ✓ |  |
| Understanding of and commitment to the school policies, in particular:   * Safeguarding / Keeping children safe in education * Participation and implementation of the School Behaviour Policy * Awareness of Health and Safety implementation in the workplace * Implementation of the school Equal Opportunities Policy | ✓ |  |