



# King's Academy Binfield

## Person Specification

### EYFS Class Teacher

<b>Specific Teaching Key Skills &amp; Abilities</b>	<ul style="list-style-type: none"><li>• Demonstrate consistent and effective planning of learning experiences and sequences of learning that meet the developmental and educational needs of young children.</li><li>• Demonstrate consistent and effective use of information about children's starting points, attainment and development to establish high expectations and plan next steps in learning.</li><li>• Ability to identify clear learning intentions and create engaging, purposeful and developmentally appropriate learning opportunities across all areas of the Early Years Foundation Stage (EYFS).</li><li>• Ability to set ambitious expectations for children's learning, development, behaviour and personal growth.</li><li>• Ability to identify children with special educational needs and disabilities (SEND) and work effectively with colleagues, families and external agencies to provide appropriate support and intervention.</li><li>• Demonstrate effective use of a range of teaching and behaviour management strategies to create a nurturing, stimulating and inclusive learning environment.</li><li>• Ensure high expectations for children's behaviour and attitudes to learning, establishing positive relationships and secure routines that support learning and wellbeing.</li><li>• Ability to use teaching approaches that engage and motivate young children, including play-based learning, effective questioning, storytelling, child-initiated learning and high-quality adult interactions.</li><li>• Ability to observe, assess and monitor children's learning and development and use this information to inform planning and provision.</li><li>• Demonstrate consistent and effective monitoring of children's progress and provide clear and constructive feedback to support learning and development.</li><li>• Demonstrate that, as a result of teaching and provision, children make strong progress from their starting points across all areas of learning.</li><li>• Demonstrate knowledge of how to prepare and present informative reports and communicate effectively with parents and carers regarding children's progress and wellbeing.</li><li>• Ability to recognise that learning takes place beyond the classroom and provide opportunities that develop children's understanding through exploration, play, outdoor learning and real-life experiences.</li><li>• Demonstrate an understanding of the importance of working with families and liaising with agencies responsible for children's welfare and development where appropriate.</li><li>• Demonstrate an active contribution to the policies, values and aspirations of the academy.</li></ul>
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	<ul style="list-style-type: none"> <li>• Demonstrate that you are an effective professional who supports children to achieve their very best through: <ul style="list-style-type: none"> <li>➤ inspiring trust and confidence</li> <li>➤ building positive relationships with children, families and colleagues</li> <li>➤ engaging and motivating young learners</li> <li>➤ reflective practice and professional curiosity</li> <li>➤ positive action to improve the quality of children's learning and development</li> </ul> </li> </ul>
<b>Other required Key Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal, communication, organisational and presentation skills.</li> <li>• Good analytical skills, including the ability to interpret assessment and development information effectively.</li> <li>• Ability to organise and prioritise work effectively, meet deadlines and complete tasks with minimal supervision.</li> <li>• Ability to work collaboratively and contribute positively to a team environment.</li> <li>• The capacity to learn new skills, take initiative and contribute creative ideas to enhance provision.</li> <li>• Good IT skills, including the effective use of technology to support teaching, assessment and communication with families.</li> <li>• Ability to contribute positively to change and continuous improvement.</li> <li>• Experience of working within an EYFS setting and delivering high-quality early years provision.</li> <li>• Ability to contribute to enrichment opportunities and wider experiences that support children's development and wellbeing.</li> </ul>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Evidence of an undergraduate degree.</li> <li>• Qualified Teacher Status (QTS) or successful completion of a teacher training programme leading to QTS.</li> <li>• Early Years specialism or relevant Early Years training would be advantageous.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrate a thorough and up-to-date knowledge of the Early Years Foundation Stage Framework and early childhood development.</li> <li>• Have detailed knowledge of the EYFS Statutory Framework and other relevant statutory requirements.</li> <li>• Demonstrate knowledge and understanding of current developments in Early Years education and evidence-informed practice.</li> <li>• Demonstrate a strong understanding of child development, early language acquisition and the characteristics of effective learning.</li> <li>• Understand safeguarding responsibilities and the importance of promoting children's welfare and wellbeing.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Study of education, child development or a relevant subject as part of a Higher Education course.</li> <li>• Experience of teaching successfully within an EYFS setting, including as part of initial teacher training.</li> <li>• Experience of observing, assessing and planning for children's individual learning and developmental needs.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Reliability, honesty and a commitment to maintaining confidentiality.</li> <li>• The ability to establish positive working relationships with children, staff, parents, carers and governors.</li> <li>• An understanding of and sensitivity to the needs of children from different backgrounds, abilities and experiences.</li> </ul>

	<ul style="list-style-type: none"><li>• The ability to handle sensitive matters with discretion and professionalism.</li><li>• Ability to take personal responsibility for organising workload and meeting deadlines.</li><li>• Self-motivated with the ability to inspire and motivate others.</li><li>• Energy, enthusiasm, warmth and resilience.</li><li>• Professional and confident manner.</li><li>• Demonstrate responsibility for personal professional development and use outcomes to improve teaching and children's learning.</li><li>• A commitment to continuous improvement, teamwork and high professional standards.</li><li>• Ability to work calmly and effectively under pressure.</li><li>• A genuine passion for supporting young children to thrive, develop confidence and establish a lifelong love of learning.</li></ul>
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**Safeguarding**

2 satisfactory written references including from current/most recent employer

A satisfactory enhanced DBS check

Social media checks will be carried out