Allesley Hall Primary School
Person Specification – Reception Class teacher

Our School

At Allesley Hall Primary School, we are committed to providing a safe, inclusive and aspirational learning environment where every child is known, valued and supported to succeed. We believe in high expectations, strong relationships, reflective practice and continuous improvement.

We are seeking to appoint a committed and enthusiastic Reception class teacher who shares our values, believes in the potential of every child, and is motivated to grow as a professional within a supportive team.

Application Process

Applicants should demonstrate, through examples from their experience, how they meet the criteria outlined below and how their practice and values would contribute to life at Allesley Hall Primary School.

Safeguarding, Health and References

Excellent and unequivocal references will be required

Appointment is subject to an enhanced DBS check

	Essential	Desirable
Qualifications	• Qualified Teacher Status (QTS)	
Experience	• Demonstrates a secure understanding of EYFS pedagogy and how young children learn and develop. • Demonstrates an understanding of the importance of play, purposeful learning experiences and adult-led teaching within the EYFS curriculum. • Recent and relevant experience of teaching Primary-aged children • Experience of working collaboratively as part of a team • Experience of planning and delivering engaging lessons that support pupil progress	• Experience of teaching Reception-aged children • Experience of developing an effective indoor and outdoor EYFS learning environment. • Experience of teaching across more than one key stage • Evidence of subject leadership, specialism or curriculum development
Knowledge and understanding	• Secure knowledge and understanding of the EYFS statutory framework and its implications for teaching, learning, assessment and safeguarding • Understanding of how young children learn through play, exploration, direct teaching and purposeful learning experiences. • Knowledge of child development and the importance of building learning on children's individual starting points.	

	• Understanding of the characteristics of effective teaching and learning. • Secure understanding of early reading, phonics, early writing and mathematical development within the EYFS curriculum. • Understanding of effective observation, formative assessment and the statutory EYFS Profile. • Understanding of how to support children's communication and language, personal, social and emotional development, independence and self-regulation. • Understanding of how to identify and respond to the needs of children with SEND, including appropriate adaptations to provision and learning experiences. • Good understanding of current Teachers' Standards and professional expectations • Confidence in the use of ICT to support learning.	
Attitude, values and mindset	• A warm, kind and professional approach, building positive relationships with pupils, staff and families • A strong belief that all children can succeed, underpinned by high expectations • Commitment to inclusion, equity and the wellbeing of all members of the school community • A reflective practitioner who is open to feedback and committed to continual improvement	
Teaching and learning	• Ability to plan and deliver an engaging, developmentally appropriate EYFS curriculum that promotes children's learning across all seven areas of development. • Ability to balance adult-led teaching, guided learning and purposeful play. • Ability to create and maintain an enabling learning environment that promotes children's independence, curiosity and engagement. • Effective classroom management, promoting positive behaviour through strong relationships and clear expectations • Ability to use questioning, modelling, interaction and observation effectively to extend children's learning. • Ability to develop children's communication, language, early literacy, mathematical understanding and personal, social and emotional development. • Ability to establish effective routines and support children's transition into school.	
Pupil progress and achievement	• Demonstrates impact on pupil progress and outcomes over time • Provides clear, constructive feedback in line with the school's feedback policy • Ability to use observations and assessment of children's learning to identify next steps and inform planning. • Ability to make accurate professional judgements	• Experience of using data to set targets based on prior attainment

	about children's development and attainment in relation to the EYFS. • Ability to identify children who require additional support or challenge and implement appropriate provision.	
Planning and assessment	• Plans coherent sequences of lessons with clear learning objectives • Builds learning on pupils' prior knowledge and experiences • Uses assessment information and data to support all pupils' progress • Maintains accurate and purposeful planning and assessment records	• Experience of administering statutory assessments
Working with others	• Ability to establish positive partnerships with colleagues, support staff, parents and carers to support children's learning and development. • Works collaboratively with EYFS colleagues, the SENCO and other professionals, when appropriate, to support pupil welfare • The ability to communicate effectively both orally, and in written form, to a variety of audiences. • Ability to contribute to effective transition arrangements from pre-school into Reception and from Reception into Year 1.	• Experience of peer coaching, mentoring or supporting colleagues • Experience of working with governors
Professional responsibilities and development	• Takes responsibility for their own professional development and engages with research and best practice • Reflects critically on their teaching to improve effectiveness and outcomes • Upholds school policies and demonstrates high standards of personal and professional conduct at all times • Acts as a positive role model for pupils	