

Nursery Teacher – Person Specification		Essential	Desirable
1. Qualifications	• UK qualified teacher status	✓	
	• Evidence of relevant professional development		✓
2. Experience	• Successful teaching experience of the 2–9 age range served by the school and nursery	✓	
	• Experience of preparing children for the Year 1 Phonics Screening Test and/or KS1/KS2 children for SATs		✓
	• Experience of teaching 2–4 year olds in a nursery/pre-school setting serving a complex neighbourhood with high levels of poverty and social deprivation		✓
3. Standards	• Ability to contribute to the collection, analysis and use of data on children’s progress and performance to raise standards	✓	
	• Knowledge and understanding of the Early Years curriculum, Characteristics of Learning and “Bold Beginnings” (2017)	✓	
4. Teaching and learning	• Demonstrate a creative, flexible and inspirational approach to meeting the needs of all learners, and promote a classroom culture where all children grow in confidence, try new things and make excellent academic progress	✓	
	• Ability and willingness to lead a curriculum area and to monitor, evaluate and improve the quality of teaching and learning in a specific subject (not in the first year if an NQT)	✓	
	• Experience of promoting the personal, emotional, social, moral, cultural and spiritual development of children	✓	
	• Ability to inspire and motivate children from diverse backgrounds so that all make progress	✓	
	• Ability to lead, inspire, organise and manage other classroom staff to maximise children’s learning	✓	
5. Ethos, inclusion and pupil well-being	• Understanding of the factors which create barriers to learning	✓	
	• Ability to use appropriate strategies for reducing inequalities and promoting social inclusion, with a particular emphasis on diminishing the difference between outcomes for disadvantaged and non-disadvantaged pupils	✓	
	• A strong commitment to the school’s Christian vision, values and moral purpose	✓	
	• Demonstrate excellent behaviour management skills which encourage children to make appropriate decisions about their own conduct	✓	
6. Relationship with parents and the wider community	• Successful experience of creating/maintaining effective partnerships with parents to support children’s well-being and learning	✓	
	• Enthusiasm for working with all members of the school and its wider community		✓
7. Suitability to work with children	• Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
	• Emotional resilience in working with challenging behaviours	✓	
	• Appropriate attitudes to use of authority and maintaining discipline	✓	
8. Attitudes and abilities	• Ability to manage time well and work under pressure to deadlines	✓	
	• Passion, energy, optimism and a sense of humour – a little bit of each would be wonderful!	✓	
	• Effective ICT skills and use of technology to support learning and administration		✓