



St. Paul's Catholic Primary School

Person Specification

EYFS/KS 1 (Main Scale or UPS 1)

	Essential	Desirable
Relevant qualifications	<ul style="list-style-type: none"> • Relevant degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Further qualifications in specific professional areas
Catholic School	<ul style="list-style-type: none"> • An ability and commitment to develop and maintain the Christian ethos of the school • Fully supportive of the aims and ethos of a Catholic school 	<ul style="list-style-type: none"> • Previous experience of working in Catholic schools
Career experience	<ul style="list-style-type: none"> • Proven, successful experience of teaching at either EYFS or KS1 • Specialist interest and knowledge in a relevant subject area • Relevant classroom experience 	<ul style="list-style-type: none"> • Leadership experience at middle or subject leader level
Continuous professional development	<ul style="list-style-type: none"> • Undertaken a balanced programme of relevant courses • Committed to own ongoing CPD 	
Key areas for a EYFS or KS1 teacher	<ul style="list-style-type: none"> • Have effective strategies for behaviour management to ensure all pupils feel safe, happy and able to learn. • Creates a culture of high expectations in their classroom • Enables learners • Able to direct the work of a TA. • Committed to the involvement of parents, carers and the community in supporting the ethos and vision of the school • Dedicated to implementing necessary intervention strategies for identified pupils. • Able to track and manage target setting for individuals and groups of pupils. 	<ul style="list-style-type: none"> • Has proven experience of delivering change management within a core subject (English or Maths) • Has experience of initiative curriculum planning and design
Knowledge and understanding	<ul style="list-style-type: none"> • Understand how to deliver the objectives to the relevant age or stage • Understand how performance data contributes to pupil achievement and school improvement. • Understand how other factors inhibit pupil progress. • Detailed knowledge of the Age Related expectations and curriculum objectives 	
Key skills and attributes	<ul style="list-style-type: none"> • Liaise effectively with colleagues • The ability to develop and maintain good relationships with the whole school community and the wider community partnerships. • Have the ability to plan time effectively and organise oneself and one's classroom well. • Have self-confidence, enthusiasm and integrity. • Show resilience in difficult situations 	<ul style="list-style-type: none"> • Personal interests beyond the school that can be transferred into school • Experience of working with internal and external school partnerships.