|  |  |
| --- | --- |
| **EARLY YEARS TEACHER SPECIFICATION** | |
| **ESSENTIAL** | **DESIRABLE** |
| ***QUALIFICATIONS AND EXPERIENCE***   * QTS * Experience of teaching learners with severe and profound needs, including autism * A strong CPD profile, including courses relevant to the needs of learners with SLD/PMLD/autism and work based learning * Successful classroom practice | * A further qualification in SEN * Team Teach training * Safeguarding level 1 training * Experience of managing a team of teaching assistants * Early Years teaching experience. |
| ***TEACHING SKILLS AND KNOWLEDGE***   * Have high expectations regarding meeting the needs of individual students * Achieve good progress and outcomes for all learners, meeting career stage expectations * Be skilled in using and adapting relevant programmes of study within the National Curriculum * Plan and teach well structured lessons, showing reflective practice, with the capacity to deliver outstanding teaching and learning * Make accurate and productive use of assessment * Manage behaviour effectively to ensure a good and safe learning environment * Specific curricular interests and strengths * Fulfil wider professional responsibilities   - communicating effectively with all stakeholders  - make a positive contribution to the wider life and ethos of the school  - deploy and direct support staff effectively  **-** take responsibility for improving teaching | * Ability to integrate ICT into teaching as appropriate * Knowledge of Early Years Foundation Stage Statutory Framework, including Sept 21 revisions * Experience of using assessment systems relevant to SEN e.g. Connecting Steps, * Experience of implementing Positive Behaviour Plans * Experience of implementing moving and handling plans for individual students and integrating physio/OT/speech and language therapy guidance into classroom practice, |
| ***PERSONAL AND PROFESSIONAL CONDUCT***   * Build relationships with all adults, students, parents and fellow professionals based on mutual respect * Be aware of and model safeguarding expectations at all times * Demonstrate tolerance, using solution focussed approaches   when dealing with conflict   * Have proper and professional regard for the ethos, policies and practices of the school |  |