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| **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.
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| ***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,
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| ***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
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