Person Specification: EYFS Teacher

Position:	Class Teacher (EYFS)
Salary:	MPS 1–6
School:	St Martin's Academy, Chester
Line Manager:	Headteacher, St Martin's Academy
Supervisory Responsibility:	The postholder may be responsible for the supervision of classroom assistants where relevant.

This person specification outlines the essential and desirable qualifications, skills, knowledge, and attributes required for the role of an EYFS teacher at St Martin's Academy. We seek passionate, dedicated professionals committed to fostering a nurturing, engaging, and inclusive learning environment.

Applications are welcomed from Early Career Teachers (ECTs) and experienced practitioners. We understand that ECTs may not yet meet all desirable criteria.

All staff at St Martin's Academy are expected to uphold and promote the school's ethos: Excellence, Inspiration, Care.

PERSONAL ATTRIBUTES

Essential:

- A growth mindset, enthusiasm, and resilience.
- A reflective, proactive approach to teaching and professional development.
- A commitment to equal opportunities and inclusion.
- Passion for inspiring young learners and a dedication to achieving excellence.

APPLICATION PROCESS

Candidates are required to complete the online application form demonstrating how they meet the essential and desirable criteria, with examples from employment or training placements of their impact on children's learning and development.

QUALIFICATIONS

Essential:	Desirable:
• A good honours degree or equivalent. • Qualified Teacher Status (QTS) by the appointment start date. • Commitment to continuous professional development (CPD).	• Additional qualifications or ongoing CPD related to special educational needs (SEN), educational technology, or curriculum design. • Evidence of ongoing engagement with educational research and pedagogy.

KNOWLEDGE & EXPERIENCE

Essential:	Desirable:
• Experience teaching within the relevant age range (either through school placement or employment). • Strong understanding of curriculum design and experience applying effective assessment techniques. • Commitment to inquiry-led learning, international-mindedness and holistic education. • Knowledge of adaptive teaching and ordinarily available provision to remove barriers to learning for all pupils, including those with SEND and those requiring additional challenge. • Secure knowledge of the EYFS statutory framework, prime and specific areas of learning, child development and characteristics of effective teaching and learning. • Knowledge of systematic synthetic phonics, early reading, communication and language, and early mathematical development.	• Experience using assessment information to inform responsive teaching and learning. • Familiarity with evidence-based pedagogical approaches, such as cognitive load theory, retrieval practice, and mastery learning. • Experience working with parents and external agencies to support pupil progress and wellbeing. • Experience of the EYFS Profile and Early Learning Goals. • Experience teaching Read Write Inc. phonics.

PROFESSIONAL DEVELOPMENT

Essential:	Desirable:
• Evidence of a commitment to ongoing professional learning and reflective practice. • Willingness to engage with national and international developments in education. • Openness to collaboration and sharing learning with professional colleagues.	• Interest in mentoring trainees or early career teachers if appropriate. • Additional professional expertise, specialist interests or experience contributing to curriculum or school development.

TEACHING & LEARNING SKILLS

Essential:	Desirable:
• Ability to create a stimulating, inclusive, and safe learning environment. • Strong classroom management skills, with consistent routines and high expectations that promote a purposeful, positive learning atmosphere. • Ability to plan, deliver, and adapt an engaging curriculum tailored to children's needs. • Ability to adapt teaching and tasks to meet diverse learning needs and secure active participation from all pupils. • Use of assessment for learning strategies to support pupil progress. • Strong commitment to developing pupils' self-esteem, resilience, independence and reflection. • Ability to develop high-quality continuous provision and purposeful play, balancing adult-led and child-initiated learning with effective adult interactions. • Ability to use observation and responsive assessment to identify next steps and support transition into Year 1. • Ability to establish positive relationships quickly, maintain continuity in learning and teaching, and build upon established classroom routines and expectations.	• Experience integrating outdoor learning and real-world experiences into the curriculum. • Familiarity with culturally responsive teaching methods. • Experience developing or enhancing continuous provision.

TECHNOLOGY & DIGITAL LEARNING

Essential:	Desirable:
• Confident and purposeful use of educational technology to enhance age-appropriate learning. • Strong ICT skills for lesson planning, assessment, and communication.	• Experience using Apple technology and Google for Education. • Ability to use digital platforms to track progress.

PASTORAL CARE & WELLBEING

Essential:	Desirable:
• Commitment to safeguarding and child protection, including recognising and reporting concerns and maintaining professional boundaries. • Ability to provide pastoral support and foster emotional literacy in pupils. • Knowledge of mental health and wellbeing strategies in education. • Ability to manage pupil behaviour positively and supportively.	• Experience implementing trauma-informed teaching approaches.

COMMUNICATION & COLLABORATION

Essential:	Desirable:
• Excellent verbal and written communication skills. • Ability to build strong relationships with pupils, parents, colleagues, and the wider school community. • Ability to work collaboratively with teaching assistants and external professionals.	• Experience leading or supporting parent workshops or community events. • Ability to liaise with multi-agency professionals to support pupils' needs.

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COMMITMENT TO WIDER SCHOOL LIFE

Essential:	Desirable:
• Willingness to participate in or lead extracurricular activities (e.g., clubs, sports, music, enrichment). • Engagement with school initiatives that promote sustainability and environmental awareness.	• Experience leading residential trips or outdoor education experiences. • Contribution to whole-school projects and curriculum innovation.