



Job Title	EYFS SEND Class Teacher M3-UPS3 plus SEND point
Department	Ganneys Meadow Nursery School and Family Centre
Prepared by and date	Mrs. Kathryn Kennedy, Headteacher

Essential Personal Attributes	Desirable Personal Attributes
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified teacher status, degree or recognised equivalent. • Early Years experience 	<ul style="list-style-type: none"> • Evidence of further Professional Development and Training. • Paediatric First Aid • Up to date safeguarding training • Early years specialism
<p>Experience</p> <ul style="list-style-type: none"> • Enthusiastic and organised classroom teacher with high expectations of children’s learning and development • Experience of working within Early Years Foundation Stage • Ability to identify gaps in learning to meet the needs of all learners, stretching the most able learners and supporting learners with SEND • Experience of assessing children’s learning, development and planning next steps • Experience of leading TAs and team work within a classroom • Experience of working with, supporting and teaching children with a range of special educational needs 	<ul style="list-style-type: none"> • Able to evidence consistently high standards of teaching within the EYFS and be able to articulate the difference that this made to children • Demonstrate experience of working with children aged 0-5 years • Experience of working with parents to engage them in their child’s learning. • Experience of leading team meetings to share best practice and plan

<p>Knowledge and skills</p> <ul style="list-style-type: none"> • Excellent knowledge of child development and the Early Years Foundation Stage Curriculum. • Ability to observe, assess and plan rich, creative and varied learning and development activities based on the needs and interests of individual children in line with EYFS guidance and knowledge of the children. • Demonstrate a secure knowledge and understanding of creative, imaginative and exciting approaches to teaching and learning, in order to meet the needs of all individual children • Knowledge of continuous provision, enhancements and provocations for learning • Evidence of commitment to personalised learning and inclusion • Know current legal requirements and guidance on the safeguarding and well-being of children. • Work collaboratively with a team and Senior Leaders to evaluate and review the curriculum. • Adapt teaching to respond to the strengths and needs of children • Ability to maintain high standards of education at all times for all children and ensure that plans are suitable to support personalised learning. • Ensure policies and systems of tracking, monitoring, assessment and reporting are adhered to • Providing a provision which develops children’s independent skills. • Experience and/ or knowledge of supporting children’s sensory needs and social communication needs • Using and embedding a Total Communication approach • Planning provision to support pre verbal children to develop their communication • Knowledge of identifying signs of dysregulation and using strategies to support children’s de-escalation. 	<ul style="list-style-type: none"> • Able to use online learning journals e.g. Tapestry to record observations and assessments • Experience of supporting vulnerable children and families • Demonstrate a commitment to maintain an awareness of current educational theory and practice relating to students with SEN.
<p>Child Support</p> <ul style="list-style-type: none"> • Commitment to providing a high standard of physical and emotional care for all pupils. • Work collaboratively with colleagues, parents/carers and other agencies in implementing all child-centred documents. • Experience of participating in the review and evaluation of all child-centred plans. • Experience of using communication and other appropriate aids to support learning. 	<ul style="list-style-type: none"> • Experience of completing Annual Reviews and setting targets for individual children.

Special Requirements

- To have a passion for working with young children as part of a large team
- Be highly motivated and enthusiastic
- Experience of leading Teaching Assistants
- A sense of humour, optimism and team spirit
- A commitment to continuing professional development and training

- Experience of working with under 5s
- Willingness to contribute towards wider school life