

ALKRINGTON PRIMARY SCHOOL

NURSERY TEACHER – PERSON SPECIFICATION

The criteria below will be used for shortlisting and selection. Candidates should demonstrate clearly in their application how they meet the essential requirements.

Area	Essential criteria	Desirable criteria	How assessed
Qualifications	Qualified Teacher Status (QTS), or legal eligibility to undertake the role of a qualified teacher in a maintained school.	Additional relevant Early Years or SEND training/qualifications.	Application / certificates
Experience	Evidence of effective teaching practice and high expectations for children; relevant experience working with primary-aged and/or Early Years children. Experience of developing positive relationships with young children and using these relationships to understand and respond to their individual interests, needs, development and strengths.	Recent Nursery/EYFS teaching experience; job-share/team-teaching experience; experience of working within a child-led, play-based Early Years environment.	Application / interview / references
EYFS knowledge	Good knowledge of child development and effective Early Years teaching and learning. Understanding of how young children learn through high-quality play, exploration, interaction and first-hand experiences. Ability to recognise children's interests, curiosities, strengths and challenges and use these to shape meaningful learning opportunities.	Strong working knowledge of the current EYFS statutory framework and experience developing high-quality continuous provision. Understanding of how to balance child-led learning with carefully planned and intentional teaching experiences.	Application / interview
Teaching and learning	Ability to create a stimulating, inclusive and purposeful learning environment where children are encouraged to explore, investigate, make choices and lead their own learning. Ability to observe children carefully, identify their 'spark' and respond skilfully to their interests and fascinations in order to extend learning and development. Understanding of the importance of high-quality play and the role of the Early Years practitioner in knowing when to observe, when to join play and when to intentionally teach or intervene.	Experience developing effective indoor and outdoor Early Years provision and adapting provision in response to children's emerging interests. Experience using seasonal enhancements and intentional experiences to enrich children's learning. Experience of approaches such as high-quality book sharing, Drawing Club, story scribing, creative dance and Phase One phonics.	Application / interview / selection activity
SEND and inclusion	Commitment to inclusive practice and adapting provision to meet individual needs; understanding of early identification and appropriate support. Ability to recognise that children develop at different rates and to use relationships, observation and assessment to identify barriers to learning and provide appropriate support.	Experience supporting children with SEND, EAL or other additional needs and working with SENDCo/external professionals.	Application / interview / references
Safeguarding	Good understanding of safeguarding and child protection responsibilities and a clear commitment to safeguarding and promoting children's welfare.	Recent safeguarding training and experience applying safeguarding procedures in school.	Application / interview
Behaviour and wellbeing	Ability to establish warm, positive relationships and clear, consistent, age-appropriate expectations; understanding of children's emotional, social and developmental needs. Ability to create an environment in which children feel secure, valued and confident to explore, take risks, make choices and develop independence.	Experience supporting emotional regulation and personal, social and emotional development.	Interview / references
Team and collaborative working	Ability to work effectively and collaboratively as part of a team; communicate and share information effectively to ensure continuity; work effectively with support staff. Willingness to share observations, ideas and professional knowledge so that the whole team develops a shared understanding of each child and their learning journey.	Experience within an EYFS team or successful job-share arrangement.	Application / interview / references
Parents and community	Ability to establish positive relationships and communicate effectively with parents/carers, colleagues and the wider school community. Understanding of the importance of working in partnership with families to develop a shared	Experience developing effective home-school partnerships.	Application / interview

	understanding of children's interests, development and progress.		
Communication / spoken English	High standard of interpersonal and communication skills. Ability to converse at ease with children, parents, colleagues and other service users and provide advice and information in accurate spoken English.		Application / interview / references
Professional development	Commitment to ongoing CPD and willingness to reflect on and develop professional practice. Commitment to developing a deep understanding of child development, play and Early Years pedagogy.	Evidence of relevant recent Early Years CPD.	Application / interview
Organisation and professional judgement	Ability to use initiative, prioritise workload, manage time effectively and meet deadlines. Ability to respond flexibly to children's emerging interests and needs while maintaining purposeful, well-organised provision and ensuring intentional teaching opportunities are planned and delivered effectively.		Application / interview
Personal qualities	Enthusiastic, caring, positive, flexible, reliable and professional; integrity, compassion, resilience, self-motivation, good organisational ability and a sense of humour. A genuine passion for Early Years education and a belief in the importance of play, relationships and children's agency in their learning. Warm, curious and reflective in approach, with the ability to genuinely enjoy and engage in children's play and follow their lead while skilfully extending their learning.		Application / interview / references
School ethos	Commitment to the values and ethos of Alkrington Primary School and willingness to contribute to the wider life of the school. Commitment to an Early Years approach in which every child is known as an individual, their interests and fascinations are valued, and their learning is built around what matters to them.	Experience contributing to enrichment or wider-school activities.	Application / interview
Equality	Commitment to equality, diversity and inclusion and ensuring every child has the opportunity to succeed.		Application / interview

Our Nursery Approach

At Alkrington, we believe that young children learn best when they are given the time, space and support to explore, play, investigate and follow their own interests. We prioritise spontaneous learning through high-quality play and encourage children to lead their learning.

Our approach is centred on each individual child. We follow their 'spark' and use their current interests, curiosities, challenges and emerging skills as the starting point for learning. This requires practitioners who know their children exceptionally well, understand child development and recognise the value of play as a powerful vehicle for learning.

Alongside children's self-directed learning, our Nursery provides a rhythm of intentional experiences designed to enrich and extend learning. These include flexible seasonal enhancements, high-quality book sharing, Drawing Club sessions, story scribing, creative dance and Phase One phonics.

We are looking for a teacher who understands and embraces this approach: someone who can observe sensitively, interact purposefully, recognise opportunities to extend learning and know when to step back and allow children to lead. The successful candidate will be a reflective Early Years practitioner who sees children's interests and fascinations not as a distraction from the curriculum, but as an important starting point for meaningful learning.

Additional requirements

The successful candidate must be able to demonstrate their suitability to work with children and will be required to undertake all appropriate pre-employment checks.

References will be sought in accordance with the school's safer recruitment procedures. Appointment will be subject to an enhanced Disclosure and Barring Service check, including Children's Barred List information where appropriate, satisfactory references, verification of identity and qualifications, right-to-work checks and any other checks required under current statutory safeguarding guidance.

Alkrington Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.