

EYFS Practitioner Person Specification

| Training, Skills and Experience | |
|---------------------------------|---|
| Qualifications and Training | <ul style="list-style-type: none"> • GCSE or equivalent, including at least a Grade 4 (previously Grade C) in English and Maths • A recognised early years/childcare qualification (or willingness to work towards one), such as: <ul style="list-style-type: none"> • Level 2 Certificate in Childcare • Level 3 Diploma in Early Years Education and Care • T Level in Education and Early Years • Paediatric first aid training certificate (or willingness to complete paediatric first aid training) • Professional development in preparation for the role (e.g. SEND-specific training, health and safety, safeguarding, food hygiene) <p>[Add any further qualifications needed.]</p> |
| Experiences | <ul style="list-style-type: none"> • Experience of working in a childcare environment or other educational setting. [You may want to add a minimum number of years' experience.] • Experience of with babies, children and/or young people. [You may want to add a minimum number of years' experience.] • Experience of planning and delivering learning activities. • Experience of planning, resourcing and leading activities. • Experience of supporting the care, learning and development of young children. <p>[Add any further experience needed or desired, relevant to the role in your setting.]</p> |
| Personal Qualities | <ul style="list-style-type: none"> • Enjoyment of working with children. • A commitment to getting the best outcomes for all children and promoting the ethos and values of the setting. • Sensitivity and understanding to build good relationships with children. • High expectations for children's attainment and progress. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Ability to embrace change and deal with difficult situations calmly and effectively. • Resilient, patient, positive and enthusiastic about making a difference and inspiring and motivating those around them. • Flexible and adaptable to change. <p>[Add any further qualities relevant to the role in your setting.]</p> |
| Skills and Knowledge | <ul style="list-style-type: none"> • Secure literacy and numeracy skills. • An understanding of the Early Learning Goals and EYF/Key Stage 1 curriculum. • Excellent organisation and effective communication and interpersonal skills, including verbal communication and listening skills. |

Eyfs Lesson For Interview

Kathy Brodie



Eyfs Lesson For Interview:

Teaching Human Rights in Primary Schools Alison E. C. Struthers, 2019-11-07 Teaching Human Rights in Primary Schools delves into the important issue of Human Rights Education HRE implementation exploring the nature and extent of HRE in education policy and practice in English primary schooling and seeking to understand the reasons for deficiencies in practice in this area HRE enables people not only to identify rights violations in their own lives but also equips them with the knowledge values and skills required to accept defend and promote human rights more broadly An awareness of human rights is therefore crucial no matter what a person's age and as such it is vital that information about human rights is included within formal education Beginning with an overview of the relevant international obligations and agreements related to HRE Struthers then demonstrates that these are ostensibly not currently being met in either policy or practice in England The book then draws upon current literature and empirical research with teachers to explore and analyse the barriers to HRE implementation While the book uses the specific context of English primary education it makes broad interdisciplinary recommendations concerning how the provision of HRE could be improved which will be relevant to other countries instituting programmes of HRE or values and citizenship education Interdisciplinary in nature and addressing HRE at both the international and domestic levels this book will be of great interest to scholars researchers and postgraduate students in both education and law It will be of particular interest to those engaged in the study of human rights children's rights and education law as well as those interested in curriculum policy and development teaching methodologies and the sociology of education It should also be essential reading for teacher educators teachers and policymakers

Understanding Early Years Inequality Alice Bradbury, 2013-09-02 Understanding Early Years Inequality uses critical sociological perspectives to examine the impact of changing assessment policy on primary school classrooms with a particular focus on issues of inequality Drawing on accounts of life in early years classrooms Alice Bradbury suggests that a specific model of the good learner operates and that this model works to exclude some groups of students from positions of educational success Key themes examined throughout this book relate to The relationship between assessment policy and children's identities as learners The complexity of classroom life The power of assessment to shape definitions of learning and learners The impact of discourses of class race religion and the inner city on how children are assessed and how assumptions about inner city schools and low attainment can put pressure on teachers to assess children in particular ways In this important text the author argues that assessment policies can have a huge impact on classrooms and teachers as well as having potentially damaging effects for young children particularly those from minoritised and economically disadvantaged backgrounds The book explores in detail the complex interaction of education policies with discourses of attainment and expectation and the resulting reproduction of patterns of inequality Understanding Early Years Inequality will have an immediate impact on current debates about educational policy and practice in Early Years education and will be of

particular interest to academics and students in educational studies sociology of education and early childhood studies

The Essential Phonics Toolkit Katie Whitehead,2025-08-30 Unlock the magic of teaching phonics with this supportive guide for educators In this practical guide teacher and educator Katie Whitehead takes you through the teaching of phonics from the first steps of building phonological awareness to the fostering of confident readers Suitable for all phonics schemes this supportive guide brings you practical tips key explanations and over 50 multi sensory activities for every stage of learning It includes guidance on theory pedagogy differentiation and strategies for supporting struggling readers empowering you to create an engaging and inclusive phonics learning experience in your classroom or setting Whether you re new to phonics or developing your professional knowledge this book is your ultimate phonics teaching resource

Training to Teach in Primary Schools Jane Medwell,2015-03-19 Full of practical help and guidance this is a must have for primary trainees on school experience whether they are in a school based or university based teacher training programme It begins by helping trainees to plan their own journey through training and beyond Taking control of their own training in this way supports student teachers to approach the course with confidence and secure their first teaching job The book provides guidance on adapting to working in school observing planning and evaluating in school teaching on placement assessing monitoring and reporting on children s progress self evaluation and how to pre empt and resolve issues securing the first teaching job and succeeding in the NQT year For student teachers the experience of school based training is exciting but also challenging this book supports them throughout and prepares them for the journey ahead Student feedback on this book Having been on a variety of teaching placements myself I know just how daunting and overwhelming experiences in school can be at times even with a supportive mentor by your side Hence I felt that this book can smooth out and rectify those worries one may face during a school placement and offers the reader a realistic insight into school experiences In my opinion the most useful chapter by far is the Moving On chapter near the end of the book This explains how to conclude a school placement what to expect from an interview and even how to set out a CV for a teaching position This was not something I expected to find in this book however it was very much welcomed and is in fact a very important valuable part of the book This is the type of book you can buy on your very first day of teacher training and use well into your days as a newly qualified teacher Jasmin Primary Teacher Trainee University of Northampton

The Boy Question Mark Roberts,2021-06-29 Following on from the huge success of Boys Don t Try this essential new book answers nine key questions about how teachers and schools can best tackle boys academic underperformance For decades schools have grappled with the most significant barriers to male academic success a lack of motivation to succeed poor attitudes to learning lower literacy levels and a reluctance to read for pleasure or write at length In this compelling book Mark Roberts provides clear answers about how teachers can tackle The Boy Question Each chapter answers a frequently asked question about how best to teach boys outlining the issue and demonstrating what can be done about it Informed by a wealth of

research and the author's personal experience of successfully teaching boys this book offers an abundance of practical advice for the busy classroom teacher. It will shine a light on what makes boys tick and how we can design effective curriculums to ensure they can best acquire powerful knowledge. With practical advice and examples to help address anti-social attitudes and stem the cycle of boys underachievement, this is essential reading for all teachers and school leaders.

Mathematics and Transition to School Bob Perry, Amy MacDonald, Ann Gervasoni, 2015-01-09 This edited book brings together for the first time an international collection of work focused on two important aspects of any young child's life: learning mathematics and starting primary or elementary school. The chapters take a variety of perspectives and integrate these two components in sometimes explicit and sometimes more subtle ways. The key issues and themes explored in this book are the mathematical and other strengths that all participants in the transition to school bring to this period of a child's life; the opportunities provided by transition to school for young children's mathematics learning; the importance of partnerships among adults and among adults and children for effective school transitions; and mathematics learning and teaching; the critical impact of expectations on their mathematics learning as children start school; the importance of providing children with meaningful challenging and relevant mathematical experiences throughout transition to school; the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers; the importance for the aspirations of children, families, communities, educators, and educational organisations to be recognised as legitimate; and key determinants of actions, experiences, and successes in both transition to school and mathematics learning; and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school. In each chapter, authors reflect on their work in the area of mathematics and transition to school, place that work within the overall context of research in these fields, predict the trajectory of this work in the future, and consider the implications of the work both theoretically and practically.

The Psychology of Starting School Claire Hughes, Caoimhe Dempsey, Elian Fink, 2024-08-13 The Psychology of Starting School offers a highly accessible practical guide to cutting-edge research from developmental science to guide parents and professionals through this exciting but sometimes tricky period. Written by expert developmental psychologists, it explores how social and emotional competence emerges within a network of supportive relationships and explains how the transition to school compares with other key transitions for children, for example, becoming a sibling. Addressing the all-important topic of children's early friendships, it explains how children's mindreading skills and ability to regulate their feelings and behaviour contribute to a successful school transition. The book offers guidance on topics such as successful home-school links, the impact of starting school on family life, and troubleshooting problems for both parents and educators, including socialising outside school, children's fatigue, and establishing positive relationships with other parents at the school gates. Designed to dip in and out and complete with numerous examples, chapter summaries, and top tips for parents and teachers, this book is essential reading for parents, Early Years professionals,

SENDCos health visitors and school nurses as well as mental health professionals and social workers working with children and families

Gifted and Talented Children 4-11 Christine MacIntyre, 2008-05-20 Responding directly to current thinking in education this book raises practitioners expectations and shows you how to identify children in your class as gifted and talented Essential reading for all primary teachers and teaching assistants *The Times Index*, 2011 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement *Literacy-Building Interview Activities for English Language Learners* Katherine Maitland, 2009-03 Instant student to student interviews that develop skills in listening speaking reading and writing and engage the whole class

Interviews from the SAGE Early Years Masterclass 2018 Kathy Brodie, 2018-02-19 This special book contains the transcripts of the SAGE Early Years Masterclass 2018 interviews conducted by Kathy Brodie The interviewees provide fascinating and thought provoking insights into the rich area of children s learning and development Taken together the interviews cover key areas of Early Years theory and practice They are presented in the same order as the Masterclass allowing you to follow as you watch the interviews David Whitebread Developmental Psychology and Early Childhood Education Sean MacBlain Contemporary Childhood Sue Waite Children Learning Outside the Classroom Lorna Arnott Digital Technologies and Learning Jackie Musgrave Supporting Children s Health and Wellbeing Cath Arnold Involving Parents in their Children s Learning Kathryn Peckham Developing School Readiness Guy Roberts Holmes Doing Your Early Years Research Project Sara Knight Forest School in Practice Ioanna Palaiologou The Early Years Foundation Stage Julian Grenier Successful Ofsted Inspections and team building Penny Mukherji Deborah Albon Research Methods in Early Childhood

How to Write an Interview Cecilia Minden, Kate Roth, 2011-01-01 A great interview is more than just two people talking An interviewer must learn how to ask the right questions The activities in this book will help the reader learn more about interviews and how to turn an interview into interesting text ENGLISH FOR INTERVIEWS(CD2

□□) Christopher Wilburn, 2010-05-01 Basic Interviewing Skills Raymond L. Gorden, 1998-05-22 Interviewing skills are not simple motor skills Rather they involve a high order combination of observation empathic sensitivity and intellectual judgment This guidebook now available from Waveland Press provides a process model and a corresponding set of classroom tested exercises designed to improve basic interviewing skills The model called the Skill Learning Cycle provides an initial guided experience for the complete interview learning process including planning doing and analyzing phases It also stands as a model for the student to use in the future for continued growth in interviewing skills In order to focus on the most basic interviewing skills only the information gathering function which is common to all interviews is discussed *Loose Leaf for Interviewing: Principles and Practices* Dr Charles J. Stewart, PhD, 2017-01-30 Interviewing Principles and Practices the most widely used text for the interviewing course continues to reflect the growing sophistication with which interviewing is being approached incorporating the ever expanding body of research in all types of interview settings recent communication theory

and the importance of equal opportunity laws on interviewing practices It provides the most thorough treatment of the basics of interviewing including the complex interpersonal communication process types and uses of questions and the structuring of interviews from opening to closing The Connect course for this offering includes SmartBook an adaptive reading and study experience which guides students to master recall and apply key concepts while providing automatically graded assessments Digital Connect The Connect Suite effectively engages students in the course so they are better prepared for class more active in discussion and achieve better results Its innovative and adaptive technology addresses a wide variety of student and instructor needs with a rich database of assignable and assessable activities each attached to learning objectives Connect part of the Connect suite is a web based assignment and assessment platform that features a number of powerful tools that make managing assignments easier for instructors and learning and studying more engaging and efficient for students Connect Insight™ As part of the Connect Suite Insight™ puts real time analytics in your hands so you can take action early and keep struggling students from falling behind Designed for your tablet or desktop computer Insight is a series of visual displays providing at a glance information regarding how your section students and assignments are doing SmartBook As part of the Connect Suite SmartBook is the first and only adaptive reading and learning experience that changes the way students read It creates a personalized interactive reading environment like no other by highlighting important concepts while helping students identify their strengths and weaknesses This ensures that he or she is focused on the content needed to close specific knowledge gaps while it simultaneously promotes long term learning LearnSmart As part of the Connect Suite LearnSmart is an adaptive learning program designed to help students learn faster study smarter and retain more knowledge for greater success Millions of students have answered billions of questions in LearnSmart making it the most widely used tool that s proven to strengthen memory recall retain student attendance and boost grades

Succeeding with the Interview Hutchinson, Nancy Lynn, John G. Freeman, 1994-01-01 Pathways consists of five modules and a Program Overview Each module contains activity plans suggestions for extensions instructional hints teacher modelling scripts and reproducible student work pages and activity aids Activities include self assessment career preference games role playing group discussion and peer and teacher evaluation Designed for students with learning disabilities cognitive instruction is carried out in three steps The teacher models a strategy by thinking aloud the students engage in guided practice with a partner or small group while receiving feedback and lastly the students practise independently until they are competent and confident Blurb pasted on verso cover

The Art of Communication and Interview N. A. Maniatēs, 1992

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