

Person Specification for the Post of Early Years Leader

	Essential	Desirable	How Identified
Qualifications and Training	<ol style="list-style-type: none"> 1. DfE recognised teaching qualification 2. Further professional development particularly in relation to EYFS 3. Relevant safeguarding training 	<ol style="list-style-type: none"> 4. Further professional development 	<ol style="list-style-type: none"> 1. DfE check. 1-4. Letter.
Experience	<ol style="list-style-type: none"> 1. Successful teaching in EYFS 2. Experience of co-ordinating the work of support staff 3. Evidence of tracking pupil progress and interpreting and using data to promote progress 4. Experience of involvement in transition between EYFS and KS1 5. Experience of working with children who have additional educational needs 6. Experience of the EYFS Profile 7. Experience of working well in partnership with staff, governors, children, parents and the wider community 	<ol style="list-style-type: none"> 8. Working experience in a HighScope setting 9. Successful teaching experience across at least two key stages 10. Involvement in monitoring the quality of teaching and learning 11. Experience of performance management process 12. Leading / delivering training 13. Experience of supporting initial teacher training 	<ol style="list-style-type: none"> 1-13. Letter, references and interview.

Skills, Knowledge and Aptitudes	<ol style="list-style-type: none"> 1. Able to lead a large professional team and develop their skills and contributions to the school's values and ethos 2. Proven and consistent record of delivering good and outstanding lessons 3. Good understanding of the EYFS and its assessment, recording and reporting requirements 4. Good understanding of strategies to enhance teaching and learning opportunities 5. Good understanding of school self-evaluation and improvement planning 6. Knowledge of how data can be used to raise attainment and maximise progress 7. Excellent classroom management and discipline and knowledge of the EYFS welfare requirements 8. Ability to plan, record and assess for children's progress in a variety of ways 9. Calm and positive approach to behaviour management 10. Competent in the use of ICT 11. Communicates well orally and in writing at all levels and to a variety of audiences 12. Strong interpersonal skills 13. Able to plan, organise and prioritise 	14. 14. Sound knowledge of teaching phonics	1-14. Letter, references and interview.
Disposition	<ol style="list-style-type: none"> 1. Good timekeeping and attendance record 2. Relates well to children and has a caring attitude 3. Able to work as part of a team 4. Proven leadership qualities to motivate and inspire others 5. Deals with difficult situations effectively 6. A 'can do' attitude, sense of humour, willingness to learn and approachable 7. Additional strengths within curriculum subjects 8. Commitment to continual professional development 		1-8. Letter, references and interview.