**Person Specification – EYFS Leader**

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application.

Short listed candidates will be required at interview to complete a variety of activities directly related to the Person Specification, forming an evidence base for the appointment.

The extent to which an applicant meets the person specification will be assessed through the following:

A Application form

D Documentary evidence, such as certificates

I Interview

PT Presentation / Task

R References

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | Assessed through |
| **Qualifications** |  |  |  |
| Qualified teacher status  | X |  | D |
| Recent and continual professional development relevant to the post | X |  | D |
| National qualification for middle / senior leadership – or willingness to undertake one |  | X | D I  |
| **Experience – show evidence of** |  |  |  |
| Be a proven outstanding classroom practitioner within EYFS.  | X |  | A IPT R |
| Recent experience of working successfully as a middle leader in a school |  | X | A R |
| Evidence of an EYFS responsibility and experience of turning policy into effective and successful practice |  | X | A I PT R |
| Building and sustaining effective working relationships with staff, governors and parents in the wider community | X |  | A I R  |
| **Professional Knowledge** |  |  |  |
| A clear understanding of the essential qualities necessary for effective teaching and learning in EYFS | X |  | A IPT R |
| Evidence of strong professional subject knowledge | X |  | A IPT R  |
| Ability to analyse data and pinpoint key issues, in order to inform staff regarding appropriate next steps | X |  | A I R  |
| Understanding of the Ofsted framework regarding teaching, learning and assessment and leadership and management of all aspects of EYFS | X |  | A I PT  |
| Ability to plan lessons effectively and model high quality teaching across the EYFS phase. | X |  | A IPT R  |
| Up to date knowledge of statutory regulations and guidance relating to the post. |  | X | A I R  |
| **Professional Skills**Can demonstrate the ability to: |  |  |  |
| Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for improvement | X |  | A I R  |
| Ability to review whole school systems to ensure the robust evaluation of performance and develop actions to secure improvements | X |  | A IPT R  |
| Lead and manage a school team/s to successfully achieve agreed goals | X |  | A I R  |
| Be an effective team player that works collaboratively and effectively with others | X |  | A I R  |
| Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate) | X |  | A IPT R  |
| Communicate effectively to a wide range of different audiences (verbal and written using ICT as appropriate) | X |  | A I PT |
| Ability to manage time effectively and work to deadlines | X |  | A I R  |
| Tenacity and commitment whilst working under pressure | X |  | A I R  |
| Demonstrate high quality teaching strategies | X |  | A IPT R  |
| Support, motivate and inspire both colleagues and pupils by leading through example | X |  | A IPT R  |
| Contribute effectively to the work of the Headteacher and SMT. | X |  | A I R  |
| Deal successfully with situations that may include tackling different situations and conflict resolution | X |  | A I R  |
| **Commitment**Demonstrate a commitment to: |  |  |  |
| Equality | X |  | A R  |
| Promoting the School’s vision and ethos | X |  | A IPT R  |
| High quality, stimulating learning environment | X |  | A IPT R  |
| Relating positively to and showing respect for all members of the school and wider community | X |  | A I R  |
| Ongoing relevant professional self-development | X |  | D I |
| Safeguarding and child protection | X |  | D A I |