

Person Specification

Assistant Headteacher with responsibility for

Early Years and Key Stage One

Person Specification	
Post:	Assistant Headteacher with responsibility for Early Years and KS1
Scale:	Leadership 1 to 5
Requirements	Criteria
Education and Experience • Qualified teacher status • Further post-graduate qualification/NPQSL • Substantial successful experience of teaching and leading practice in early years/KS1 • Experience of monitoring teaching and learning • Evidence of successful subject area leadership and management, (including leading curriculum development, developing school policy and monitoring and evaluating progress) • Experience of developing and leading staff development programmes for teachers and other staff • Evidence in successful implementation of whole school initiatives	Essential Desirable Essential Essential Essential Desirable Desirable
Knowledge, skills and ability • A sound knowledge of child development, early childhood education, current early years policy and issues including the importance of early intervention and integrated working • The ability to create a motivating and safe learning environment for all pupils • The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff • Excellent knowledge and understanding of the educational, developmental and health needs of children including those with SEND and how to implement the statutory learning, assessment, welfare and safeguarding • Excellent time management skills and the ability to prioritise and meet deadlines under pressure	Essential Essential Essential Essential Essential

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Requirements of the Early Years • Ability to foster equality and promote the richness of diversity through the curriculum, in relationship with parents, and in the supervision, support and leadership of staff • Ability to be reflective and evaluate provision through insightful analysis of qualitative and quantitative data and initiate appropriate changes • Knowledge and understanding of, the importance of mainstream educational inclusion for children with special educational needs • Commitment to maintaining and developing the ethos of the EYFS provision as a partnership of children, staff, Governors and stakeholders, parents/carers and the community • Highly effective communication, interpersonal and emotional intelligence skills which support and facilitate trusting and positive relationships with staff, parents, children and partners • Understanding of the importance of appropriate information sharing and confidentiality in supporting children's and families well-being • Financial and budget management skills	Essential Essential Essential Essential Essential Essential Desirable
Commitment to Equal Opportunities and safeguarding • Demonstrate a commitment to and carry out duties with regard to the principles of the School's Equal Opportunities Policy • Be committed to safeguarding and promoting the welfare of all pupils, fully complying with the school's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, and record any potential safeguarding incidents appropriately	Essential Essential
Personal Qualities • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels • A passion for providing the highest quality education and care for young children, fostering their love for learning and preparing them for their educational journey • Be committed to the school's Christian ethos, vision and values	Essential Essential Essential