Malorees Infant & Junior School.

Person Spec – Ealy years and Foundation stage Leader

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|  | **Essential** | **Desirable** |
| **GENERAL BACKGROUND** | | |
| First degree and PGCE or B Ed/BA (with QTS) or QTS via employment based route | \* |  |
| Training in and experience of EYFS | \* |  |
| Evidence of engagement in continuing professional development, including recent training in related curriculum or teaching and learning developments | \* |  |
| Evidence of leading on professional development of others |  | \* |
| **THE CURRICULUM** | | |
| Experience as an outstanding teacher of Early Years | \* |  |
| Experience in supporting improvements in teaching and learning. | \* |  |
| Experience and understanding of organising, promoting and evaluating the curriculum across a range of learning areas within the classroom | \* |  |
| Experience in using data to inform planning and future developments. | \* |  |
| Experience in monitoring, evaluation and review to support improvements/improve outcomes | \* |  |
| Experience in working with children with challenging needs | \* |  |
| Understanding of and ability to manage a variety of pupil behaviour in the Early Years | \* |  |
| Understanding of the principles of successful curriculum organisation at classroom level | \* |  |
| Understanding of good classroom management, effective planning and display | \* |  |
| Understanding of the requirements of the EYFS and KS1 National Curriculum | \* |  |
| Understanding and commitment to pupils with special educational needs and disabilities being integrated in the classroom | \* |  |
| A successful track record of improving performance outcomes | \* |  |

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| **EQUALITY PRACTICES** | | |
| Evidence of empathy with national and local policies regarding equal opportunities | \* |  |
| Commitment to the importance of parental and local community involvement | \* |  |
| Awareness of how to implement such policies in classroom practice | \* |  |
| **SKILLS / ABILITIES** | | |
| Values aligned with the school’s core values. | \* |  |
| Ability to work as part of a team | \* |  |
| Positive, enthusiastic outlook, embracing risk and innovation | \* |  |
| Self-motivated and well organised | \* |  |
| Encourages ideas, initiative and innovation in others | \* |  |
| Highly motivated showing resilience, stamina and reliability under pressure | \* |  |
| Inspires respect and confidence | \* |  |
| Ability to communicate to a high standard, both in writing and oral form |  | \* |
| The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the school’s Safeguarding and Child Protection policy and the Staff Code of Conduct | \* |  |
| Ability to work under pressure whilst maintaining a positive, professional approach to the role | \* |  |
| Ability to motivate and lead a team and liaise with the Leadership Team effectively | \* |  |