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|  | **Montbelle Primary School****EYFS Phase Leader: Person Specification** |
| **Qualifications** | **Desirable** | **Essential** |
| Qualified teacher status |  | **X** |
| Professional qualifications, e.g. NPQSL | **X** |  |
| An enhanced DBS |  | **X** |
| **Experience** | **Desirable** | **Essential** |
| Recent and continuing professional development relevant to the EYFS |  | **X** |
| Experience of excellent teaching within the EYFS phase |  | **X** |
| Experience of working as part of a team |  | **X** |
| Leadership experience: core subject area or phase | **X** |  |
| **Professional Knowledge** | **Desirable** | **Essential** |
| Knowledge of the major educational developments, current legislative changes and curriculum issues |  | **X** |
| An understanding of the process of improving the quality of learning and teaching in EYFS |  | **X** |
| Excellent knowledge and understanding of the EYFS curriculum |  | **X** |
| A clear understanding of how to develop a stimulating and safe indoor and outdoor environment in EYFS |  | **X** |
| Knowledge and understanding of child development between the ages of 3 and 7 |  | **X** |
| Knowledge and understanding of assessment within the EYFS, including moderation practices |  | **X** |
| **Professional Skills** | **Desirable** | **Essential** |
| Prepares, plans and delivers inclusive, high quality lessons, which support child-led learning and the best possible EYFS practice |  | **X** |
| Confidently assess children’s attainment and use this to inform practice |  | **X** |
| Maintain passion for excellent EYFS teaching and provision, being creative and using own initiative to secure best possible use of available provision. |  | **X** |
| Inspire and motivate others: model high expectations of all at all times |  | **X** |
| Lead a team by example, working collaboratively with others to achieve good outcomes. |  | **X** |
| Communicate effectively, through speech, writing and ICT, to a wide range of audiences |  | **X** |
| Establish and develop appropriate relationships with children, parents,governors and the wider school community |  | **X** |
| Create a nurturing, inclusive and supportive effective learning environment, showing commitment to equity of opportunity. |  | **X** |
| **Personal Qualities** | **Desirable** | **Essential** |
| Ability to manage workload effectively, take responsibility for deadlines andmake appropriate decisions  |  | **X** |
| Hardworking, enthusiastic and proactive |  | **X** |