

Palace Fields Primary School – EYFS lead

EYFS lead - person specification (May 2022)

The successful candidate will need to be able to demonstrate a strong understanding of EYFS curriculum and pedagogy as well as having the capacity and skills to lead the EYFS team in a way that promotes an atmosphere of co-operation and mutual support.

Governors will consider applications on the basis of each candidate's ability to meet the following criteria.

Criteria are classed as Essential (E) or Desirable (D); Candidates failing to meet any of the essential criteria will automatically be excluded. Criteria will be evidenced through: application letter, presentation, classroom observation task and interview (I)

		E/D	A/I/R
Qualifications, Experience and Professional Development	Qualified teacher status	E	Known
	A degree or equivalent professional qualification	E	Known
	Recent participation in areas of relevant professional development	E	A/I
	Experience of being a successful EYFS practitioner.	E	A/I
	High standards of classroom practice	E	A/I
	Experience of working in other key stages	D	A/I
	Further professional qualifications	D	A
	Experience at middle leader level	D	A/I
	Experience of working at a whole school level	D	A/I
	Experience as a subject leader	E	A/I
Professional Knowledge and Understanding	<i>Applicants will be expected to address the following areas:</i>		
	The principles and practice of effective learning and teaching including quality first teach and intervention strategies	E	A/I
	To understand and know how to lead and manage change, to have clear goals and to articulate a clear strategic vision for school improvement.	D	A/I
	Sound knowledge of the EYFS framework.	E	A/I
	Monitoring and evaluating the effectiveness of learning and teaching, including its outcomes in terms of standards and achievement and personal development and well-being.	E	A/I
	Managing an organisation or phase	D	A/I
	Knowledge of pupil premium funding and knowledge of effective strategies for bringing about positive outcomes for this group of children.	D	A/I

	Knowledge and understanding of children's behaviour and emotional development.	E	A/I
	Positive, proactive	E	A/I
	Respect the dignity of each person.	E	A/I
	Be flexible and rise to the demands and challenges of each school day	E	A/I
	Be organised and able to time manage and record keep	E	A/I
	Inspire, challenge, motivate and empower teams and individuals to achieve.	E	A/I
	Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	A/I
	Build and maintain quality relationships through interpersonal skills and effective communication.	E	A/I
	Demonstrate personal and professional integrity, including modelling values and vision.	E	A/I
	Manage and resolve conflict; negotiate and influence	E	A/I
	Prioritise, plan and organise self and others.	E	A/I
	Think analytically and creatively and demonstrate initiative in solving problems.	E	A/I
	Be aware of own strengths and areas for development	E	A/I
	Listen to, and reflect upon feedback and act appropriately	E	A/I
	Empathise	E	A/I
	Demonstrate a capacity for sustained hard work; be able to work under pressure and prioritise effectively	E	A/I
	Demonstrate resilience and optimism.	E	A/I
	Demonstrate impact and presence	E	A/I
Confidential References and Reports	Not for this post	N/A	N/A