

Person Specification EYFS Leader

	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • Evidence of additional qualifications relevant to the role and involvement in continuing professional development
Experience	<ul style="list-style-type: none"> • Successful experience of EYFS leadership • Experience in using the early support pathways 	<ul style="list-style-type: none"> • Experience of supporting children with speech delays and those working at a low developmental stage using a Primary Development Journal • Experience of working in a pre-school or nursery setting
Skills and Knowledge	<ul style="list-style-type: none"> • Thorough understanding of the statutory framework and the implications across early years. • Ability to deliver well planned and stimulating lessons and to adapt teaching to respond to the strengths and needs of all pupils • Experience of effective behaviour management strategies and the ability to put these into practice • Evidence of planning, organisation, implementation, assessment and record keeping • Knowledge of SEN Code of Practice and National Curriculum Frameworks for English and Maths • Experience of inclusive classroom practice • An in-depth understanding of birth to five and development matters • Knowledge of schema. • Knowledge of guidance and requirements around safeguarding children 	<ul style="list-style-type: none"> • Specific expertise and enthusiasm for planning and teaching a creative, cross curricular approach • Knowledge of the processes for claiming universal funding, two-year-old funding, access funding and SENIF

Personal and Professional Skills	<ul style="list-style-type: none"> • The ability to help pupils become independent learners • Commitment to getting the best outcomes for all pupils • Be extremely well organised and able to complete all school planning, preparation and assessment to a high standard • Possess excellent ICT skills and the understanding of how ICT can be used to support learning • Motivate and inspire confidence in pupils, colleagues and parents • Effective communication and interpersonal skills both verbally and in writing • Adaptable and flexible in relation to the operational needs of the school • Energetic and enthusiastic • An ability to form effective relationships with outside agencies- health visitors and family workers • Commitment to safeguarding, equality, diversity and inclusion 	<ul style="list-style-type: none"> • Willingness and ability to contribute to extra-curricular activities
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In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.