



## PERSON SPECIFICATION

**SCHOOL:** MAPPERLEY PLAINS PRIMARY

**POST TITLE:** EYFS PHASE LEADER

**DATE:** Autumn Term 2021

CATEGORY/ITEM	ESSENTIAL	DESIRABLE	EVIDENCE Application (A) Interview(I) Teaching (T)
<b>Qualifications</b>			
Qualified Teacher Status	✓		A
Evidence of recent and continuing professional development relevant to the EYFS	✓		A
<b>Experience</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>
Evidence of excellent teaching in the EYFS and specifically F2	✓		A, I, T
Successful teaching experience across the whole primary age range		✓	A
Experience of working as part of a team in a range of educational settings		✓	A
Evidence of target setting, pupil tracking and using data to raise standards	✓		A, I
<b>Knowledge &amp; Understanding</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>
A clear understanding of the essential qualities necessary for improving the quality of teaching and learning		✓	A, I
In depth knowledge and understanding of the EYFS curriculum and how to develop a safe and stimulating indoor and outdoor environment	✓		A, I
Have a secure knowledge of early childhood development and how that leads to successful learning and development at school	✓		A, I
Understand and lead assessment within the framework of the EYFS Framework including statutory assessment requirements	✓		A, I
Excellent understanding of behaviour management strategies and how to engage and motivate all children including those with additional needs	✓		A, I
Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading	✓		A, I

<b>Personal &amp; Professional Qualities and Skills</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>
Hold and inspire the highest expectations of children and staff	✓		A, I, T
Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them	✓		A, I
Demonstrate thorough knowledge and understanding of effective curriculum planning, assessment and record keeping	✓		A, I, T
Be accountable for children's progress, attainment and outcomes by analysing data to evaluate each year group's performance and achievement of pupil groups, including implementing appropriate action for improvement where necessary	✓		A, I
Promote a love of learning and stimulate children's intellectual curiosity	✓		A, I, T
Use a variety of teaching approaches appropriate to the age range and ability of children	✓		A, I, T
Create a stimulating, safe, challenging and effective learning environment	✓		A, I
Manage a team and be an effective team player who works collaboratively with others to achieve shared goals	✓		A, I
Ability to solve problems, including under pressure	✓		A, I
Ability to establish and develop close relationships with parents, governors and the community	✓		A, I
Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate)	✓		A, I, T
Good interpersonal skills	✓		A, I, T
Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision, and shape and support good practice	✓		A, I, T
Ability to be self-motivated, adaptable and take initiative	✓		A, I
Work under pressure with good organisational skills and the ability to manage time effectively	✓		A, I
Contribute effectively to the work of the senior leadership team	✓		A, I
Deal effectively with situations which may require difficult conversations and conflict resolution	✓		A, I
Make a positive contribution to the wider life and ethos of the setting		✓	A, I
A commitment to sound equal opportunities practice	✓		A, I, T

and inclusion			
Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child	✓		A, I
Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them	✓		A, I