Person Specification:

Early Years/Year One Leader

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| Attributes | Requirement |  |
|  | Essential | Desirable |
| Qualifications and Training | * Qualified Teacher status
* Evidence of recent professional development
* Evidence enhanced DBS clearance
* Experience of teaching in Early Years
 | * Evidence of leadership training and development
* Completion (or currently completing) NPQs
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| Experience and Skills | * High level of expertise in Early Years teaching and learning including end of phase assessments
* Secure knowledge of the EYFS framework and KS1 curriculum including early reading and phonics
* A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils such as SEND and disadvantaged pupils
* Active involvement in the development of school policies and development plans
* Experience of a range of summative and formative assessment

Procedures* Experience of leading and managing an area cross phase or year group
 | * Experience of working with EAL pupils
* Knowledge of administration of Phonic Screening Check
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| Professional Development | * Active involvement in recent and relevant CPD
* Planning and leading CPD for other staff
 | * Training in leadership and management issues and skills
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| Planning | * Knowledge and experience of school

development planning | * Strategic management skills
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| Data analysis | * Ability to analyse, interpret and act on data across the school
* Experience of target setting processes
 | * Knowledge of pupil premium data analysis and how to measure impact
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| Improving teachingand learning in core subjects and across the wider curriculum | * An excellent classroom practitioner able to lead by example
* Ability to ensure a high quality environment and adult interactions within the Early years setting
* Good understanding of the new Early years curriculum and assessment Procedures
* Knowledge of and understanding of the transition between EYFS and Year One
 | * Experience of undertaking performance management
* Experience of supporting whole school behaviour management
* Experience of observing and evaluating the quality of learning and teaching.
* Experience of mentoring or supporting colleagues
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|  | * Knowledge and understanding of ICT as a vehicle for learning
* Experience of organising/delivering teacher or support staff training
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| Working with People | * Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner
* Able to build team capacity
* Able to establish credibility with all staff
* Able to establish positive relationships with parents, carers and governors
 | * Experience of working with other agencies or organisations
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| Resource Management | * Proven ability to maximise resources
* Able to maximise potential of all staff
 | * Knowledge and understanding of management procedures
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| Knowledge of education | * Vision of education in a wider

context than a single subject/school | * Experience of wider reading and

educational issues |
| Key skills, qualities and attributes | * High expectations and a commitment to raising standards of attainment
* Able to embrace change and help others to manage the change process
* Good organisational and personal management skills
* Able to work effectively as part of teams at all levels
* Commitment to safeguarding procedures
* Able to work independently and proactively
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