Person Specification:

Early Years/Year One Leader

|  |  |  |
| --- | --- | --- |
| 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 |
| 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 |
| Professional Development | * Active involvement in recent and relevant CPD * Planning and leading CPD for other staff | * Training in leadership and management issues and skills |
| Planning | * Knowledge and experience of school   development planning | * Strategic management skills |
| 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 |
| Improving teaching  and 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 |

|  |  |  |
| --- | --- | --- |
|  | * Knowledge and understanding of ICT as a vehicle for learning * Experience of organising/delivering teacher or support staff training |  |
| 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 |
| Resource Management | * Proven ability to maximise resources * Able to maximise potential of all staff | * Knowledge and understanding of management procedures |
| 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 |  |