Pre-school Leader’s Person specification

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| **Attribute** | **Source of Evidence** | **Requirement** |
| **Qualifications** |  |  |
| NVQ Level 3 or equivalent  NVQ Level 4 or equivalent  Early Years Practitioner status  First Aid (paediatric)  Food Hygiene | A  A  A  A  A | E  D  D  D  D |
| **Successful Experience of** |  |  |
| A variety of pre-school, nursery or day care settings  Extended care provision  Recent leadership and management experience  Involvement in curriculum development  Responsibility for developing, monitoring and evaluating provision  Managing people and resources  Working in partnership with parents and the wider community  Working in partnership with primary schools to aid transition and care | A.I.R  A.I.R  A.I.R  A.I  A.I  A.I  A.I  A.I | D  D  E  E  E  E  E  E |
| **Demonstrable Knowledge and Understanding of** |  |  |
| Current education issues and developments  Foundation Stage and assessment  Implications of equal opportunities and inclusion issues  Strategies for improving the quality of care and learning  Strategies for improvement and raising standards  Appropriate strategies for managing children’s behaviour  Performance Management/Appraisal of staff  Safeguarding | A.I  A.I  I  A.I  A.I  A.I  A.I  A.I | E  E  E  E  E  E  D  E |
| **Skills and abilities** |  |  |
| A highly motivated, energetic and enthusiastic team leader who is approachable and promotes positive relationships  A proven track record as an excellent, creative practitioner who motivates children  A proven ability to relate well to children and share their interests and enthusiasms  Demonstrable effective administrative and organisational skills  Effective ability to communicate orally and in writing to a wide range of audiences  Demonstrable ability to manage effectively children’s behaviour and have a commitment to a high level of pastoral care  Demonstrable comprehensive broad knowledge of ICT for learning, leadership and administrative purposes  Ability to cope with the pressures of a demanding leadership position | A.I.R  A.I.R  A.I  A.I.R  A.I  A.I  A.I  A.I.R | E  E  E  E  E  E  E  E |
| **Other** |  |  |
| Commitment to providing an effective learning environment appropriate to the need and abilities of all children  Commitment to the development and maintenance of positive partnerships between the school, parents, parish, carers and the community  Recent participation in professional development activities and willingness to undertake other training  Practising Catholic  Ability to maintain the Christian ethos of the setting | A.I  A.I  A  A.R  A, I | E  E  E  D  E |