



Southfields Community Primary School
Early Years Foundation Stage Leader (TLR 2a)
Person Specification

Category	Essential	Desirable	Source
Qualifications	<ul style="list-style-type: none"> • Degree • Qualified teacher status • Early Years Qualification 	<ul style="list-style-type: none"> • Evidence of further EYFS professional CPD 	<ul style="list-style-type: none"> • Application form • Interview • Reference
Experience	<ul style="list-style-type: none"> • Successful experience of teaching in EYFS • Consistently good classroom practitioner • Experience of leading a team • Experience of using a variety of teaching styles and modes of learning 	<ul style="list-style-type: none"> • Outstanding classroom practitioner • Experience of a school in a similar context • Experience of a leadership role in the curriculum • Evidence of teaching experience in more than one school • Experience of parent/community involvement 	<ul style="list-style-type: none"> • Application form • Interview • Reference
Professional Development and Training	<ul style="list-style-type: none"> • Good awareness of current educational developments and trends • A commitment to supporting the areas of development identified in the School Development Plan and participation in INSET to facilitate these • A commitment to continuous professional and personal development 	<ul style="list-style-type: none"> • Experience in delivering INSET in school/ to a wider audience • Experience in identifying how a school can improve its provision in a particular subject or aspect of school life 	<ul style="list-style-type: none"> • Application form • Interview
Skills, knowledge and expertise	<ul style="list-style-type: none"> • A clear understanding of effective teaching and learning • A sound understanding of and commitment to teaching phonics • Competent use of a range of teaching styles to make learning effective • Evidence of setting and maintaining high expectations in all areas • Effective involvement in the monitoring and evaluation of teaching and learning • Thorough understanding of the curriculum demands in EYFS • Commitment to raising achievement for all pupils and an ability to plan thoroughly for different needs • An ability to assess children's level of understanding and set meaningful and achievable targets • Knowledge and experience of assessment procedures, moderation and evaluation at Early Years. 	<ul style="list-style-type: none"> • Thorough understanding of the curriculum demands across the primary phase • An ability to analyse, understand, interpret and respond to school performance data • Experience of successfully supporting children with emotional or behavioural difficulties • Experience of establishing and maintaining effective professional relationships with parents, governors and other agencies • Experience of encouraging parents to work co-operatively with the school and involving them in their child's education 	<ul style="list-style-type: none"> • Application form • Interview • Reference

	<ul style="list-style-type: none"> • Ability to promote different approaches to solving problems • An understanding of and commitment to inclusion for all pupils • Very good behaviour management skills • Imaginative, energetic and creative thinker • Self motivated and hard working • Very good organisational and time management skills • Effective written and oral communication skills • Ability to use ICT effectively in teaching and learning • Ability to work under pressure, meet deadlines and deal with difficult situations • Effective team member, able to collaborate with others and share expertise and resources • Ability to improve and extend the EYFS team and curriculum • Ability to establish and maintain positive, professional relationships within and outside the school • Ability to support the existing good links with the community • Awareness of the importance of the class teacher’s crucial role in pupil development • Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries. • Commitment to play a full and active role in the life of the school 	<ul style="list-style-type: none"> • Experience of initiating and leading an aspect of school improvement • Experience of participating in or providing extra-curricular activities 	
Personal attributes	<ul style="list-style-type: none"> • Value children and put their needs first • High level of personal integrity • Caring attitude to children and parents • A positive outlook – energetic and enthusiastic, flexible and adaptable and committed to the whole life of the school • Sense of humour • Ability ‘to get the job done’ • Evidence of the promotion of high professional standards • Well motivated and resilient in challenging circumstances, dedicated and able to manage time effectively • A good attendance record • Ability to reflect on own performance • Ability to work as a team member • Flexible approach, responsive to need 	<ul style="list-style-type: none"> • A healthy understanding of the importance of sustaining an appropriate work/life balance • An ability to enthuse, inspire and motivate 	<ul style="list-style-type: none"> • Application form • Interview • Reference