



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 	<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/outstanding classroom practitioner Experience of leading a team Experience of using a variety of teaching styles and modes of learning Experience of a leadership role in the curriculum Experience of parent/community involvement 	<ul style="list-style-type: none"> Outstanding classroom practitioner Experience of a school in a similar context Evidence of teaching experience in more than one school 	<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. An ability to analyse, understand, interpret and respond to EYFS data Ability to promote different approaches to solving problems 	<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 Experience of initiating and leading an aspect of school improvement 	<ul style="list-style-type: none"> Application form Interview Reference

	<ul style="list-style-type: none"> • 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 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