



Person Specification

Early Learning Lead

Qualifications	Qualified Teacher. Evidence of involvement in INSET activities as a participant. Evidence of commitment to further professional development.
Knowledge	Knowledge and understanding of the principles of primary education at Reception and Key Stage 1. Up-to-date knowledge of curriculum management including the statutory requirements of the EYFS framework. Knowledge of the school's role in providing effectively for the needs of all pupils, including those with special educational needs. A high level of understanding of assessment, recording and reporting of pupils' progress and achievements in order to meet the statutory requirements of the EYFS Curriculum. An understanding of the role phonics plays in pupil development and how this is assessed to track pupil progress.
Experience	Substantial experience with primary aged pupils, particularly Reception and Key Stage 1. Experience of effective management of a subject or initiative. Evidence of specialism in, or recent experience of effectively leading a curriculum area or team. Experience of promoting highly effective communication within and between teams. Good understanding and use of assessment and data to target set. Proven experience of raising standards for all pupils.

Skills and Abilities	Excellent communication skills both verbally and in writing to a variety of audiences including managing challenging conversations. The ability to develop and sustain effective working relationships with a wide range of stakeholders and outside agencies with growing confidence in being able to persuade, motivate, negotiate and influence others. Commitment to a team approach to management, including change management. Excellent time and task management enabling deadlines to be met and supporting others to do the same. The vision, commitment and creativity required to contribute effectively to raising standards of achievement for all staff and pupils through innovative practice. The ability to work under own initiative and to effectively contribute within a wider team of educational professionals. The initiative and potential leadership qualities needed to manage change and develop accountability within the team line managed. A secure understanding of whole school issues and their management. The initiative and skills required to identify and act on issues as they arise. A sound understanding of staff development including Appraisal and Capability. Effective use of strategies supporting staff development including working constructively and flexibly as part of a team. Excellent interpersonal skills including the ability to lead, be a member of a team, delegate appropriately, and handle difficult situations sensitively but effectively. A secure understanding of the importance of involving staff, parents, governors and other interested parties in the process of establishing a clear and shared set of aims, objectives and values for the school and modelling these. Self-evaluation skills enabling continued professional development including actively seeking development opportunities, research and reporting findings to the leadership team and governors. A visible commitment to the school's Equal Opportunities policy. A secure understanding of the management role as an exemplar of good practice including: ✓ supporting colleagues ✓ meeting deadlines ✓ maintaining high quality classroom and learning environment , displays and resources ✓ punctuality and conduct ✓ discipline and behaviour management ✓ supporting school policy ✓ quality first teaching and learning
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