

Heron Hill Primary School

**Person Specification for Early Years Leader**

Pay scale: MPS/UPS + TLR2A (£3,214 per annum)

This Person Specification should be read in conjunction with School Teachers' Pay and Conditions. It may be altered by the Headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Qualifications**

Essential	Desirable
<ul style="list-style-type: none"><li>• Qualified teacher status with Early Years specialism and experience</li><li>• Degree or equivalent</li></ul>	<ul style="list-style-type: none"><li>• Started/completed NPQH</li><li>• Further qualification in Education</li><li>• Experience teaching in Key Stage 1</li></ul>

**Professional Development**

Essential	Desirable
<ul style="list-style-type: none"><li>• Recent Early Years development training to keep up to date with best practice</li><li>• Evidence of continuing professional development</li><li>• Experience and success in leading Early Years and whole-school initiatives</li></ul>	<ul style="list-style-type: none"><li>• Evidence of appropriate professional development for the role of EY Leader</li></ul>
<ul style="list-style-type: none"><li>• Up to date safeguarding training and knowledge of legislation for the protection of young people</li><li>• The ability to form and maintain appropriate relationships and personal boundaries with young people</li><li>• Willingness to co-operate and work with relevant agencies to protect young people</li></ul>	<ul style="list-style-type: none"><li>• Safer recruitment certificate</li><li>• Safeguarding Level 2 and/or Level 3 training</li></ul>

**Leadership and Management Experience – evidence of:**

Essential	Desirable
<ul style="list-style-type: none"><li>• Experience and success in leading the development of projects and initiatives in Early Years</li><li>• Recent evidence of raising standards in achievement and attainment in Early Years</li><li>• Leading Early Years and whole school initiatives</li><li>• Ability to analyse and effectively use EYFS data</li><li>• Successful subject leadership</li><li>• Monitoring and evaluating the performance of people, practices and policies</li><li>• Strong team working ethic and experience</li><li>• Experience of working with groups of parents and the wider community</li><li>• The ability to prioritise and think strategically</li><li>• Teaching across more than one Key Stage</li><li>• Leading staff CPD</li></ul>	<ul style="list-style-type: none"><li>• Experience with leading whole-school development and self-evaluation</li><li>• Working in partnership with neighbouring schools and across the community</li><li>• Working effectively with governors and the Governing Body</li></ul>

**Knowledge** – understanding of:

Essential	Desirable
<ul style="list-style-type: none"> <li>• Up-to-date knowledge of the EYFS curriculum and principles of effective teaching and assessment for learning</li> <li>• Principles of School Improvement</li> <li>• Successful strategies for raising standards for ALL pupils</li> <li>• Experience of analysing EYFS baseline and evaluating end of year assessment data</li> <li>• Ability to understand the importance of target setting in raising standards and holding others to account</li> <li>• Inclusion strategies</li> <li>• Importance of developing the whole child</li> <li>• ICT as a learning/teaching tool</li> <li>• OFSTED's framework and priorities</li> <li>• Current national educational priorities and initiatives</li> <li>• Staff appraisal and performance management</li> <li>• Strategies to develop partnerships with parents and enhance community links</li> <li>• Primary school curriculum for Key Stage 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation and coaching experience</li> <li>• Knowledge of the role of external agencies in child protection/safeguarding procedures and legislation</li> <li>• Enhancing outdoor learning experience</li> <li>• Partnership learning with parents and other agencies</li> </ul>

**Personal and Professional Skills** – the ability to:

Essential	Desirable
<ul style="list-style-type: none"> <li>• Demonstrate outstanding practice as a child-centred Early Years classroom practitioner</li> <li>• Lead, inspire and foster teamwork in others</li> <li>• Be supportive of staff through a positive and flexible approach</li> <li>• Deal sensitively with partners to resolve issues, be approachable and communicate effectively</li> <li>• Be creative in curriculum design and learning strategies</li> <li>• Be solution-focused</li> <li>• Be enthusiastic and passionate about Early Years education</li> <li>• Support the vision, aims and ethos of the school and further promote the school</li> <li>• Lead assemblies</li> <li>• Set high standards and examples in terms of dress, punctuality, attendance and professionalism</li> <li>• Be committed to working with a high level of integrity</li> <li>• Possess a good sense of humour</li> <li>• Be reliable</li> <li>• Have an appetite for challenge and the ability to manage own workload and prioritise</li> <li>• Self-confident, realistic and self-reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate and inspire confidence in pupils, staff, parents, governors and the wider community</li> <li>• Devise creative solutions to complex problems</li> <li>• Delegate and monitor effectively</li> </ul>

**Confidential References and Reports:**

Essential	Desirable
Positive recommendation from all referees, including current employer	