



Person specification: Early Years Leader

Specification	Essential	Desirable
Relevant experience	<ul style="list-style-type: none"> • Deep understanding of the Early Years curriculum and child development • Experience of leading or contributing to school development and improvement • Experience of developing and supporting staff to improve practice • Experience of implementing teaching and learning strategies to improve quality and pupil outcomes • Experience of working collaboratively within a team 	<ul style="list-style-type: none"> • Successful experience of leadership within the Early Years Foundation Stage • Experience of using evidence informed practice and research to develop teaching and learning • Experience of supporting effective transition from Early Years into Year 1
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of ongoing professional development relevant to the role 	<ul style="list-style-type: none"> • Professional learning linked to leadership and management such as National Professional Qualifications or postgraduate study
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of the Early Years statutory framework and guidance • Secure understanding of child development, particularly in relation to early language, reading and writing • Strong understanding of high quality teaching and learning in the Early Years, including the role of 	<ul style="list-style-type: none"> • Knowledge of effective practice in Year 1 and how to ensure a smooth and developmentally appropriate transition from Early Years • Experience of coaching and mentoring colleagues to improve practice

	<p>purposeful play and continuous provision</p> <ul style="list-style-type: none"> • Ability to model excellent classroom practice and support others to improve • Understanding of how learning in the Early Years provides the foundation for success in Year 1 and beyond • Ability to adapt teaching and provision to meet the needs of all pupils, including those with SEND and those who are disadvantaged • Ability to build effective and positive working relationships with staff, pupils, parents and carers • Knowledge of safeguarding requirements and a commitment to keeping children safe • Strong communication, organisational and interpersonal skills • Confidence in using IT to support teaching, learning and leadership • Ability to communicate a clear vision and inspire others 	<ul style="list-style-type: none"> • Understanding of assessment and moderation processes within Early Years and Key Stage 1
<p>Personal qualities</p>	<ul style="list-style-type: none"> • High expectations for all pupils and a commitment to ensuring every child succeeds • A genuine passion for learning and curiosity about how children develop and learn • A reflective and open minded approach, with a willingness to grow and develop • Commitment to the school's ethos of developing the Head, the Heart and the Hand • Ability to inspire and motivate children, colleagues and the wider school community • Integrity, honesty and professionalism at all times 	

	<ul style="list-style-type: none">• Ability to prioritise effectively and work under pressure• Commitment to inclusion, equality and diversity• Commitment to safeguarding and promoting the welfare of children	
Professional behaviours	<ul style="list-style-type: none">• Commitment to ongoing professional learning and keeping up to date with developments in education and safeguarding• Strong attendance and reliability• Flexibility and willingness to contribute to the wider life of the school• Commitment to collaborative working and contributing positively to a team culture	