**EYFS Leader/Teacher - Person Specification**

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| **AREAS OF ASSESSMENT** | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS AND TRAINING** | * Qualified teacher status; * Commitment to Catholic Education and the distinctive ethos of Catholic schools; * Specialism in EYFS or have taught in Early Years for over 2 years; * Evidence of continuous INSET and commitment to further professional development. | * Catholic Certificate of Religious Education; * Clear evidence of further development. |
| **EXPERIENCE** | * At least two years class teaching experience in the EYFS in a primary school; * Experience of successfully leading others, in however small a capacity. | * Experience of working with speakers of English as an Additional Language; * Additional experience in Years 1 or 2; * Additional experience of working with children under 3; * Experience of working with a wide range of children’s workforce professionals. |
| **KNOWLEDGE AND UNDERSTANDING**  **KNOWLEDGE AND UNDERSTANDING** | * Ability to interpret and analyse attainment data to identify learning needs and set targets; * Ability to recognise high quality EYFS practice and to model this for others; * Ability to keep pupils safe, including child protection and forming and maintaining appropriate relationships; * Ability to create and maintain a safe, happy, stimulating and well-organised classroom and phase; * Ability to undertake high quality observations of young children’s learning and development; * Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development; * Ability to maintain high standards of behaviour and excellent discipline using positive strategies; * Ability to lead other adults as well as work collaboratively as part of a team; * Ability to train, support and challenge others when necessary; * Ability to communicate effectively both orally and in writing; * Excellent ICT skills; * Knowledge of the Statutory Framework for the Early Years Foundation Stage; * Knowledge of Development Matters; * Knowledge and understanding of assessment for learning; * Knowledge and understanding of how young children learn best, including through play; * An understanding of the role of parents/carers in improving attainment and experience of working directly with parents/carers; * Knowledge of primary teaching and learning styles; * Understanding of how to differentiate teaching. |  |
| **PERSONAL QUALITIES** | * Passionate about education and particularly determined to improve outcomes for all children; * Calm, friendly and approachable; * Hardworking, upbeat and energetic; * Flexible and responsive to change; * Self-motivated and able to work efficiently and effectively with minimum supervision; * Excellent organisational skills; * Willingness to give and receive positive criticism; * Commitment to equality of opportunity; * Confident; * Able to use initiative and find solutions; * Resilient and robust; * A sense of humour. |  |
| **WIDER ROLE** |  | * Evidence of up to date involvement in extra-curricular activities. |

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| Letters should address the criteria identified in the person specification |
| Application forms should be completed in full |
| Letters should be clear and concise |