



Saint Margaret Mary's Catholic Infant School

EYFS LEADER -TEACHER PERSON SPECIFICATION

1. Qualifications and personal development	Essential	Desirable	Application/Interview /Observation
1.1 Holds qualified Teacher Status	✓		A
1.2 Attained a good honours degree		✓	A
1.3 Evidence of professional development		✓	A
1.4 Willingness to undertake further professional development, such as CCRS and sharing of outcomes to other staff.	✓		AI
2. Experience			
2.1 At least two years of classroom leadership and management experience, in an EYFS environment.	✓		AI
2.2 Proven experience of meeting all the teaching standards	✓		AI
2.3 Experience of working with children with Special Educational Needs	✓		AI
2.4 Evidence of experience in effective liaison with all the school community and a range of outside agencies		✓	A
2.5 Evidence of successful impact as a teacher in more than one infant year group		✓	A
2.6 Experience of working alongside Seniors Leaders to develop the quality of the curriculum, learning activities and provision	✓		A
2.7 Involvement in various education initiatives		✓	AI
2.8 Experience of the inspection process		✓	A
3. Personal qualities			
3.1 Dedicated to promoting their professional development, and that of others by demonstrating leadership qualities e.g assertiveness, confidence and resilience.	✓		A
3.2 Able to promote good behaviour consistently	✓		AI
3.3 Able to plan and take control of situations, thinking strategically and managing problems	✓		AI
3.4 Committed to the pursuit of excellence through reflective practice, personal learning and continuous improvement	✓		A
3.5 An open and friendly style which naturally engages pupils, parents, staff and other key stakeholders	✓		AI
3.6 Capable of, and committed to, fostering a nurturing, caring environment in which children support each other so they can enjoy learning together	✓		AI
3.7 Able to effectively promote the school's ethos and vision	✓		AI

4. Professional knowledge and understanding			
4.1 Demonstrates a clear understanding of curriculum and pedagogical issues in relation to EYFS	✓		AI
4.2 Knowledge and understanding of the National Curriculum and EYFS Framework	✓		A
4.3 Confident use of ICT, including classroom techniques	✓		AI
4.4 Show how assessment and attainment information can be used to improve practice	✓		AI
4.5 Understanding of child protection procedures and safeguarding children	✓		AI
5. Abilities and skills			
5.1 Effective teaching and learning strategies – how to adapt these to the needs of groups of children or the individual	✓		IO
5.2 Ability to use performance data to inform provision mapping	✓		I
5.3 Ability to lead and maintain consistently high standards and ensure quality provision of teachings across EYFS	✓		AI
5.4 An ability to promote and sustain high standards for children through effective assessment processors	✓		AI
5.5 Clear understanding of pupil's educational development	✓		AIO
5.6 Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadline and setting personal goals	✓		A
5.7 Ability to develop cross curricular approaches to learning	✓		IO
5.8 Ability to ensure environment within the school are welcoming, inclusive and fully supportive of all children achieving their very best	✓		AI