

**Phase Leader (Early Years)**

**Person Specification**

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| **Pay Scale/Grade:** | Main/Upper Pay Scale + TLR 2  |
| **Reports to:** | Headteacher |
| **Responsible for:** | Early Years Teaching Staff; Early Years Support Staff  |
| **Liaison with:** | EYFS Teaching Staff, EYFS Support Staff, Staff in other phases, Headteacher, Senior Leadership Team, Pupils, Parents/Carers,  |

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter, application form and person specification form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

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|  |  | **Essential** | **Desirable** |
| Qualifications  | Qualified Teacher Status (QTS) | ✓ |  |
| Degree or equivalent | ✓ |  |
| Evidence of recent additional educational qualifications (e.g. NPQML) |  | ✓ |
| Experience | Proven highly successful teaching experience in specific phase | ✓ |  |
| Experience of teaching in different phases |  | ✓ |
| Leadership experience (leading a team or leading a wider-school initiative) in the primary phase | ✓ |  |
| Experience of leading a core-subject |  | ✓ |
| Experience of effective involvement with parents and governors |  | ✓ |
| Knowledge and understanding  | Experience of curriculum planning, implementation, assessing and recording | ✓ |  |
| Understanding of the key characteristics of an effective learning environment within your phase | ✓ |  |
| Knowledge of statutory requirements for the end of Early Years and have experience of working with these | ✓ |  |
| Skills and abilities | Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase | ✓ |  |
| Ability to influence the quality of teaching and learning. | ✓ |  |
| Good communication skills at all levels | ✓ |  |
| Ability to work effectively as part of a team of staff and governors. | ✓ |  |
| Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching. | ✓ |  |
| Good organisational and time-management skill | ✓ |  |
| Demonstrate a positive and professional attitude at all times | ✓ |  |
| Commitment to extra-curricular activities | ✓ |  |
| Confident skills in ICT |  | ✓ |
| Evidence of successfully mentoring or coaching teachers and NQTs |  | ✓ |
| Ability to delegate, monitor and support effectively  | ✓ |  |
| Personal qualities  | Positive, caring attitude, enthusiasm and sense of humour | ✓ |  |
| Ability to maintain confidentiality  | ✓ |  |
| Commitment to personal and professional development | ✓ |  |
| Excellent interpersonal skills | ✓ |  |
| Safeguarding | Up-to-date knowledge of relevantlegislation and guidance in relationto working with, and the protection of, children and young people | ✓ |  |
| Commitment to the protection and safeguarding of children and young people | ✓ |  |
| Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children | ✓ |  |

***Note to applicants:***

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***