



# Dunston Hill Community Primary School

## Person Specification for the Post of Early Years Phase Team Leader

	Essential	Desirable	How Identified
<b>Qualifications and Training</b>	<ol style="list-style-type: none"> <li>1. DfE recognised teaching qualification</li> <li>2. Further professional development particularly in relation to EYFS</li> <li>3. Relevant safeguarding training</li> </ol>	<ol style="list-style-type: none"> <li>4. Middle management training</li> </ol>	<ol style="list-style-type: none"> <li>1. DfE check.</li> <li>1-4. Letter.</li> </ol>
<b>Experience</b>	<ol style="list-style-type: none"> <li>1. Successful teaching in EYFS and/or KS1</li> <li>2. Experience of co-ordinating the work of support staff</li> <li>3. Evidence of tracking pupil progress and interpreting and using data to promote progress</li> <li>4. Experience of involvement in transition between EYFS and KS1</li> <li>5. Experience of working with children who have additional educational needs</li> <li>6. Experience of the EYFS Profile</li> <li>7. Experience of working well in partnership with staff, governors, children, parents and the wider community</li> </ol>	<ol style="list-style-type: none"> <li>8. Working experience in a HighScope setting</li> <li>9. Successful teaching experience ideally across at least two key stages</li> <li>10. Involvement in monitoring the quality of teaching and learning</li> <li>11. Experience of performance management process</li> <li>12. Leading / delivering training</li> <li>13. Experience of supporting initial teacher training</li> </ol>	<ol style="list-style-type: none"> <li>1-13. Letter, references and interview.</li> </ol>
<b>Skills, Knowledge and Aptitudes</b>	<ol style="list-style-type: none"> <li>1. Able to lead a large professional team and develop their skills and contributions to the school's values and ethos</li> <li>2. Proven and consistent record of delivering good and outstanding lessons</li> <li>3. Good understanding of the EYFS and its assessment, recording and reporting requirements</li> <li>4. Good understanding of strategies to enhance teaching and learning opportunities</li> <li>5. Sound knowledge of teaching phonics</li> <li>6. Good understanding of school self-evaluation and improvement planning</li> <li>7. Knowledge of how data can be used to raise attainment and maximise progress</li> </ol>		<ol style="list-style-type: none"> <li>1-14. Letter, references and interview.</li> </ol>

	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
<b>Skills, Knowledge and Aptitudes cont.</b>	<ul style="list-style-type: none"> <li>8. Excellent classroom management and discipline and knowledge of the EYFS welfare requirements</li> <li>9. Ability to plan, record and assess for children's progress in a variety of ways</li> <li>10. Calm and positive approach to behaviour management</li> <li>11. Competent in the use of ICT</li> <li>12. Communicates well orally and in writing at all levels and to a variety of audiences</li> <li>13. Strong interpersonal skills</li> <li>14. Able to plan, organise and prioritise</li> </ul>		
<b>Disposition</b>	<ul style="list-style-type: none"> <li>1. Good timekeeping and attendance record</li> <li>2. Relates well to children and has a caring attitude</li> <li>3. Able to work as part of a team</li> <li>4. Proven leadership qualities to motivate and inspire others</li> <li>5. Embraces change well</li> <li>6. Deals with difficult situations effectively</li> <li>7. A 'can do' attitude, sense of humour, willingness to learn and approachable</li> <li>8. Additional strengths within curriculum subjects</li> <li>9. Commitment to continual professional development</li> <li>10. Willing to take part in extracurricular activities</li> </ul>		1-10. Letter, references and interview.