

Person Specification

Early Years Adviser - Schools

Part A

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

- Qualified Teacher Status
- Excellent practitioner with strong knowledge of EYFS framework including curriculum, assessment, pedagogy, safeguarding issues and welfare requirements
- Strong knowledge of early reading and experience in leading and developing an effective early reading programme (including phonics) in schools
- Experience of monitoring, evaluating and developing early years provision
- Experience of supporting and developing staff including observing, evaluating and giving feedback
- Ability to analyse assessment data to identify strengths and weaknesses and adapt practice accordingly
- Experience of delivering a programme of training within in a school setting to support staff development and improve provision
- Ability to establish and maintain effective professional relationships with stakeholders, including the ability to navigate those relationships through challenging times
- Ability to offer professional challenge as well as support
- Effective and clear communicator, across sectors and levels within an organisations
- Ability to use ICT effectively and efficiently for personal administration, and to enhance training and teaching opportunities.
- Ability to use own initiative with willingness and commitment to professional development
- Commitment to equality and diversity
- Knowledge of the role of Ofsted in relation to early years and early reading.

Desirable

- Experience as an early years lead and member of the senior leadership team
- Experience of evaluating the effectiveness of early years provision and early reading in a variety of settings providing support on how to improve outcomes
- Experience of delivering network training across a group of schools to support the improvement of provision
- Knowledge and understanding of the SEND Code of Practice
- Experience of working with children with special educational needs and their parents
- Ability to support and advise schools on curriculum review and development.
- Able to demonstrate sensitivity to the nature of the different settings

Part B

The following criteria will be further explored at the interview stage:

- Excellent communication skills
- Ability to deal with challenging situations
- Flexible approach to work
- Ability to forge positive relationships

Additional Requirements

DBS clearance

Person Specification

Guidance Notes

- Part A of the person specification should list the essential criteria, and any desirable criteria if appropriate, which are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed, (desirable criteria can usually be acquired once the person has commenced work with us).
- Part A of the person specification should focus on criteria which will be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed within the interview stage.
- Part B of the person specification should focus on those criteria which will be **further assessed at the interview stage**.
- Criteria should be described in terms of what you want the person to demonstrate and how this may be evidenced. This ensures we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges, who may not have come from a traditional public sector background.
- Criteria must not be discriminatory and managers need to be careful not to put too much emphasis on formal qualifications or lengths of experience which they can't justify, as other evidence of ability may be just as relevant. If you can't justify the inclusion of a criteria don't use it as a selection criteria.
 - Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE's, degree level.
 - Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can't justify why it is essential.
 - Do not use age as a condition or indicator of experience or maturity.
 - Avoid unjustifiable physical requirements which could exclude people with a disability.
- If there are any additional work related criteria related to the job these should also be included at Part B Additional Requirements, for example, able to work weekends or evenings etc.