

EYFS Lead - Seaburn Dene Primary School - Person Specification

Categories	Minimum Essential Requirements	Desirable	Method of Assessment
	<i>Work related Skills/Knowledge</i>		
Qualifications and experience	• QTS • Evidence of continued professional development relevant to current role. • Experience of leading a curriculum area with a demonstrable impact across the school	Evidence of aspirational professional development	Application.
	• Successful experience of teaching the primary curriculum, including EYFS.	Experience of work with external professionals to develop teaching and learning. Curriculum leadership and management.	Application, references, interview.
Knowledge, understanding and Skills	• Strong knowledge of current theories and best practices in teaching and learning, with a particular focus on strategies that support high rates of progress for primary-aged children.	Ability to draw out key messages from whole-school data.	Application. Interview. Task.
	• Strong subject knowledge of the core National Curriculum, as well as the Birth to Five framework and the Development Matters document. • Thorough understanding of current educational issues, particularly those affecting Early Years education.	Demonstrated experience in teaching and/or coordinating the Read Write Inc. phonics programme.	Application, interview.
			Application, references, interview.

	• Ability to design and deliver a broad, balanced, creative, and relevant EYFS curriculum. • Strong understanding of child development and progression, with the ability to plan effectively to support learning at all stages. • Clear knowledge of effective strategies for managing classroom behaviour in alignment with the school's behaviour policy. • Awareness of equal opportunities and an understanding of how to address diversity and inclusion within the school environment. • Outstanding written and oral communication skills, enabling clear and effective interaction with pupils, colleagues, and parents. • Proven ability to demonstrate a positive attitude and foster supportive, professional relationships with children, staff, parents, and governors. • Strong capability to lead and collaborate as part of an effective management team. • Evidence of work to ensure clear progression in curriculum subjects from Early Years through KSI and beyond, providing a strong foundation for National Curriculum subjects. • Experience in analysing, understanding, and interpreting EYFS performance data to inform improvement strategies. • Outstanding organisational and time management skills, with the ability to prioritise tasks effectively in a fast-paced environment. • Demonstrated success in leveraging professional development opportunities to enhance staff performance and outcomes, while improving underperformance.	Experience in delivering TalkBoost and contributing to Communication Friendly Settings. Familiarity with and involvement in the OPAL (Outdoor Play and Learning) initiative. Proven track record of effective collaboration with external settings, such as private nurseries, to support smooth transition processes.	
Personal characteristics	• Must show initiative, confidentiality, empathy, enthusiasm and have a calm approach	Proactively supports the school's Early Years	Application, references, interview.

	• Flexibility. • A clear commitment to contributing to the wider life of the school. • Positive, energetic, enthusiastic and resilient, thrives on challenge • Strong organisational skills. • The ability to establish effective working relationships with all members of the school community	marketing programme.	
--	--	----------------------	--