

Personal Specification: EYFS LEAD with TLR 2b

PRINCE OF WALES

PRIMARY SCHOOL

Leadership Explore Appreciation Resilience Nurture Enthusiasm Reflection

Stewardship and Sustainability

Area	Requirement	Essential	Desirable
Professional	Qualified teacher status	Y	
Qualifications	 Evidence of recent professional development relative to the post 	Ý	
L	 Successful completion of a relevant NPQ 	•	Y
Teaching and Learning	Successful completion of ECT/NCT course year	Y	
	Demonstratable leadership experience, with responsibility for the progress and		Y
	achievement of a group of pupils	Y	
	Lead teaching and learning within EYFS, ensuring assessment for learning is fully		
	embedded	Y	
	• Strong classroom practitioner with a track record of good and outstanding teaching,		
	planning and assessment	Y	
	Understanding of how children learn		
	Enthusiasm for teaching and learning	Y	
	Commitment to inclusive education and supporting the needs of all pupils	Y	
	Effective behaviour management	Y	
	• Experience of improving the quality of teaching of others, including through modelling,	Y	
	mentoring and coaching	Y	
	• Experience of coordinating and developing a curriculum area and raising standards of	-	
	attainment		Y
	Experience of using and selecting ICT to enhance teaching and learning		
	 Experience of supporting the leadership team to monitor, evaluate and improve 	Y	
	teaching and learning across a school	Ý	
	 Has experience of using research evidence to inform teaching and learning 	•	
	This experience of using rescaren evidence to morn teaching and rearning	Y	
Strategic Development	Experience of leadership and management in a primary school	Y	
	Knowledge of current educational issues		Y
	Ability to articulate and implement a shared vision	Y	
	Experience action planning, self-evaluation and analysing impact	Y	
	Evidence of leading change which has impacted on pupil progress	Ý	
	Ensure Early Years policies are reviewed and followed	Ý	
		•	

• Ability to lead, motivate and inspire others effectively Y • Understands the importance of working in co-operation and partnership with colleagues Y • Effective communication and interpersonal skills Y • Approachable, accessible and flexible Y • High expectations and standards of self and others Y • Experience of encouraging and supporting colleagues to improve performance Y Management ability • High level of organisational skills and an ability to take on new initiatives Y • Ability to anticipate and solve problems Y • Understanding of the need to develop and sustain a safe, secure and healthy school Y • Experience of creating and maintaining stimulating and attractive environments, which support learning within the classroom and outdoor areas Y • Experience of developing, implementing, monitoring and evaluating school policies Y • Able to prioritise, plan and organise own workload, and that of others Y • Able to manage use of resources and given budgets effectively Y • Able to manage use of resources and given budgets effectively Y • Able to manage use of resources and given budgets effectively Y • Able to reflect and act on feedback from stakeholders and the advice of external professionals Y <td< th=""><th></th><th></th><th></th></td<>			
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	Personal Skills and	The ability to empathise with children	Y
Attributes • Demonstrates enthusiasm, commitment, resilience and energy, with the ability to Y	Attributes	• Demonstrates enthusiasm, commitment, resilience and energy, with the ability to	Y
motivate and inspire others			
Able to communicate effectively and concisely Y		•	Y

	 A good listener, capable of making reasoned and considered judgements Approachable, and possessing integrity Inspires confidence and trust An excellent record of punctuality and attendance 	Y Y Y Y	
Accountability	 Clear understanding of the EYFS framework and pupil entitlement Has experience of challenging and supporting others in order to achieve specific targets Has understanding of school data and how it can be used to benchmark a school's 	Y Y Y	
	 This understanding of school data and now it can be used to benchmark a school's performance and for target setting Able to analyse data, identifying next steps to accelerate progress 	Y	

Additionally:

To undertake such tasks as may be reasonably required by the Headteacher for the benefit to the school, subject to consultation