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| **Early Years Lead and Reception Teacher PERSON SPECIFICATION (SEPT 2025)** |
| **QUALIFICATIONS** |
| * Degree or equivalent. * Qualified Teacher status. * A track record of outstanding teaching. * Evidence of continuous professional development relevant to EYFS and KS1. |
| **EXPERIENCE** |
| * Experience of teaching pupils aged 3-8 years old * Experience of identifying, providing, monitoring and evaluating teaching strategies for pupils with known barriers to learning. * Experience in contributing to observations and evidence gathering for assessment. * Strong knowledge and understanding of the Early Years Foundation Stage and the National Curriculum for Y1. * Experience of setting targets and monitoring and evaluating and recording progress for all pupils. * Good understanding of the statutory requirements of the SEND Code of Practice. * Confidence with data analysis to inform and review the deployment of resources. * Highly successful experience of collaborative working and partnership liaison. |
| **KNOWLEDGE** |
| * Able to establish effective systems to identify and meet the needs of pupils. * Ensure that all systems are coordinated, evaluated and regularly reviewed. * Knowledge and understanding of data analysis and the ability to use data to set targets for improvement. * Up to date knowledge and understanding of educational innovations and Early Years legislation. * Knowledge of current safeguarding and child protection procedures. * Experience in timetabling and logistics management. |

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| **SKILLS AND ABILITIES** |
| * A track record of outstanding teaching for EYFS and Y1 pupils. * A child-centred approach to meeting the needs of pupils with additional needs. * The ability to inspire, challenge, motivate and empower colleagues in a shared vision. * The drive to investigate, resolve problems and make decisions. * Excellent communication skills to a wide range of different audiences in various formats (verbal, written, using ICT as appropriate). * The ability to communicate in a timely and clear manner. * Insistence on accessible, effective and inspirational learning/working environments. * Firm yet nurturing approaches to managing pupil discipline. * Highly effective administrative and organisational skills. * Time- management skills and the ability to work under pressure. * The ability to work with a range of professionals to ensure the best outcomes for pupils with additional needs. |
| **Personal Attributes** |
| * Commitment to developing EYFS provision and meeting the needs of all pupils. * Commitment to their own professional development. * An energetic, knowledgeable and positive presence. * Excellent communication skills. * Trustworthiness and commitment to the school’s vision and success. |