



## Person Specification Form

Post Number	
Job Title	<b>Early Years Lead, Outdoor Learning Lead + EY Teacher</b>
Department	<b>Fender Primary School</b>
Prepared by and date	<b>Charles Hewitt – January 2025</b>

Listed below are the personal attributes required for the role of Early Years Lead.

Essential Personal Attributes	Desirable Personal Attributes
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• QTS</li> <li>• PGCE in Early Years Education</li> <li>• Degree</li> <li>• Level 1 Safeguarding training successfully completed</li> </ul>	<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• NPQ (or equivalent leadership qualification)</li> <li>• Forest School Training (or commitment to complete this within the next 18 months)</li> <li>• Professional development in supporting children with ACES and developing a therapeutic approach to classroom practice and environment.</li> </ul>
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Evidence of experience of leadership as a successful middle or senior leader in the early years / primary phase.</li> <li>• Experience of developing high-quality and purposeful continuous provision across the indoors and outdoors Early Years environment.</li> <li>• Experience of developing aspirational personal development opportunities within the Early Years.</li> <li>• Experience of consistently high-quality teaching and learning.</li> <li>• Experience of teaching children with high SEND needs and a deep understanding of approaches to working with pupils affected by ACES.</li> <li>• Experience of delivering high-quality phonics provision.</li> <li>• Experience of using monitoring, moderation and assessment to inform and improve curriculum delivery.</li> <li>• Proven track record of leading change and inspiring others</li> <li>• Experience of supporting vulnerable children and families</li> <li>• Experience of using outdoor learning to inspire, support learning and develop emotional resilience.</li> </ul>	<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Experience of successful leadership within the Early Years.</li> <li>• Evidence of teaching in more than one school.</li> <li>• Experience of teaching in different socio-economic areas.</li> <li>• Experience of working closely with the local community to enhance curriculum and cultural capital opportunities for all.</li> <li>• Experience of teaching and developing oracy/communication and language in the Early Years (e.g. Voice 21).</li> </ul>

**KNOWLEDGE AND SKILLS**

- Evidence of relevant, appropriate professional development for the role of Early Years Lead.
- Excellent written and oral skills
- An effective communicator with a range of audiences.
- Ability to support and develop the pedagogy, practice and curriculum delivery in the Early Years.
- Ability to support, develop and coach other members of the Early Years team, and subject leaders across the school.
- Ability to develop an adaptive curriculum that meets the needs of a range of SEND learners.
- Detailed knowledge of how ACES impact children and their school experience.
- Passion and enthusiasm for reading and oracy.
- Ability to motivate children and provide a calm, therapeutic and inspiring learning environment that suits the needs of every child.

**SPECIAL REQUIREMENTS**

- A passionate commitment to inclusion for all.
- The capacity to drive the Headteacher's vision for continuous school improvement.
- A dedication to research-driven, evidence-informed practice.
- Able to be resilient, empathetic and kind.
- Commitment to build and maintain positive links in the community, working with our families and a range of external agencies.

**KNOWLEDGE AND SKILLS**

- Ability to develop, support and guide the professional development of a curriculum team.
- Confident and accurate reporting to governors on matters of curriculum development
- Knowledge of therapeutic teaching practice (including developing therapeutic learning environments).
- Ability to articulate a clear curriculum vision for the school and its development over the next five years.

**SPECIAL REQUIREMENTS**

- A commitment to maintain positive links with local school networks.

# Person Specification Form – Guidance for Applicants

These guidance notes should be studied carefully before completing the Application Form.

## **What is the purpose of a Person Specification Form?**

The Person Specification Form lists the personal attributes required to fulfil the duties of the post.

## **What are personal attributes?**

The personal attributes are the qualifications, experience, knowledge and skills and any special requirements that are required to be able to fulfil the duties of the post. They are set at a level appropriate to the work to be done and *not* higher than necessary; stated clearly and specifically; and entirely job related.

## **What are essential personal attributes?**

These are the personal attributes without which a person would simply be unable to do the job. Examples could be the possession of a current driving licence or a relevant qualification.

*Any applicant who does not meet all of the essential requirements will not be shortlisted (unless the stage identified is not at application).  
Any Disabled applicant who meets all of the essential requirements **must** be shortlisted for interview.*

## **What are desirable attributes?**

These are the personal attributes which are desirable, but not essential. Examples for certain jobs could be local government experience or knowledge of new technology.

*A candidate will not be rejected for failing to meet any single desirable requirement.*

## **How should I use the Employee Specification when completing my application?**

You should refer to the personal attributes listed on the Person Specification Form and use them to state clearly how you meet each of them in your Personal Statement. You should start with the essential requirements and then the desirable requirements. You should also demonstrate how you meet them (give examples).

**Failure to state how you meet an essential requirement will result in you not being shortlisted for interview/the next stage.**