



East Prescot Road Nursery School

PERSON SPECIFICATION: Assistant Headteacher – Curriculum and Inclusion

	Essential Criteria	Desirable Criteria	Assessment
Qualifications, Training & Professional Development	<ul style="list-style-type: none"> • Bachelor or higher-level degree in a relevant subject (or equivalent) • Qualified Teacher Status (QTS) • Current Paediatric First Aid Certificate • Evidence of recent and relevant safeguarding training • Commitment to undertake National Professional Qualification for SENCOs (NPQSENCO) or NPQEYL 	<ul style="list-style-type: none"> ○ National Professional Qualification e.g. NPQSENCO or NPQEYL ○ Evidence of further professional studies/research ○ Specific qualification related to EYFS or SEND ○ A relevant National Professional Qualification (NPQ) or similar in educational leadership ○ Evidence of recent and relevant training relevant to the role of Designated Safeguarding Lead ○ Evidence of professional development relating to communication and language e.g. <i>Communication Friendly Setting (CFS), Elklan, NELI-P, Early Talk Boost</i> ○ Evidence of professional development relating to Mathematics in the early years 	1,4
Experience	<ul style="list-style-type: none"> • A minimum of four years' working as an outstanding teacher in early years • Two years' experience of working as nursery class teacher (3 and 4 year olds) 	<ul style="list-style-type: none"> ○ Currently serving as an early years lead ○ Experience of leading an EYFS phase with 2 year old provision 	1,2,3,5

	<ul style="list-style-type: none"> • A minimum of three years' leadership and management experience in early years • Experience of involvement in quality assurance processes leading to the achievement of externally validated quality marks/awards • Experience in leading the professional practice and development of others • Experience of leading assessment across the EYFS phase, monitoring and recording children's learning, development and progress • Experience of reporting to a range of stakeholders • Successful involvement in school inspection and quality assurance processes • An excellent track record in improving educational outcomes for all children • Proven record of working alongside Senior Leadership Teams to develop and enhance curriculum quality and provision • Experience of working and supporting children with SEND and pupils with emotional and behavioural difficulties • Experience of multi-agency working to support children and families e.g. EPS, SALT • Experience of supporting children and families through the Early Help/Family Help process • Working knowledge of the Wellcomm programme toolkit and reporting 	<ul style="list-style-type: none"> ○ Experience of teaching in more than one school ○ Leadership/involvement in action research projects, initiatives, trials and pilot studies ○ Line management experience for other staff ○ Experience of working in a setting with Enhanced Resourced Provision (ERP) ○ Experience of supporting the development of practice and provision in other early years settings ○ Experience of contributing to safeguarding audits and reviews 	
<p>Knowledge</p>	<ul style="list-style-type: none"> • Secure and in-depth knowledge of the EYFS statutory framework and current national agenda relating to Early Years Foundation Stage 	<ul style="list-style-type: none"> ○ An understanding of the complexities and dynamics of improving the quality of teaching and learning in a school 	<p>1,2,3,5</p>

	<ul style="list-style-type: none"> • Understanding of curriculum design to ensure sequential and progressive learning in terms of children’s knowledge, skills and understanding • Expert in the delivery of phonics and other early literacy approaches • Secure understanding of how children acquire and develop mathematical skills • Knowledge of the theory and research underpinning effective early years pedagogy • Knowledge of using research tools, evidence base and rating scales to evaluate the quality of provision • A thorough and current understanding of statutory educational frameworks, including SEND • A clear understanding of child development and how this contributes to teaching strategies and learning styles • Secure knowledge of national and local safeguarding agendas • A thorough working knowledge of the processes involved in Child Protection, including making multi-agency referrals, working with social services and supporting children in need and use of CPOMS • Knowledge of trauma-informed approaches and the potential impact of Adverse Childhood Experiences on children and families 		
<p>Leadership & Management</p>	<ul style="list-style-type: none"> • Ability to demonstrate and articulate a clear vision • Proven track record in leading on the improvement of teaching, learning and provision over a sustained period • Effective people management skills • Experienced in driving through effective implementation of new initiatives across EYFS • Ability to formulate and implement policies and measure impact • Knowledge of the principles of good practice relating to staff supervision 	<ul style="list-style-type: none"> ○ Leadership of/contribution to action research projects or collaborative networking 	<p>1,3,5</p>

	<ul style="list-style-type: none"> • Demonstrable ability to lead the professional development of other staff • A clear understanding of how to monitor staff performance and communicate this to the senior leadership team and governors • An ability to maintain consistently high standards in quality of teaching and provision • Ability to effectively delegate and hold others accountable for impact 		
Analytical Skills	<ul style="list-style-type: none"> • Able to assimilate large amounts of information in order to make effective decisions in the best interests of children, staff and families • Adept at using data and strategic information to improve the quality of teaching and raise achievement • Skilful in identifying problems and suggesting appropriate solutions for improvement • Able to analyse, understand, interpret and respond to performance data • Skilled in devising action plans to secure improvement in key areas 		1,2,3,5
Communication Skills	<ul style="list-style-type: none"> • Excellent communication skills, both written and verbal • Excellent presentation skills, appropriate to a range of audiences e.g. parents, governors, other professionals. • Ability to author professional documents including data reports, reports to governors, action plans, policies and procedures to support the effective operation of the school • Proficient ICT skills – e.g. Microsoft Office, spreadsheets, PowerPoint • Proficient in the use of social media platforms for professional and marketing purposes 		1,2,3,5

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Self-assured, assertive, forthright • Takes ownership and responsibility • Has uncompromisingly high standards and expectations for self and others • Challenges others and holds them accountable • Does not accept excuses • Confident in own abilities and judgements • Resilient • Solution-focused • Committed to teamwork and collaboration • Energetic and passionate • Dedicated and conscientious • Able to reflect honestly, without judgement • Creates trust and shared responsibility • Highly supportive of the personal and professional growth of others • A growth mindset and creative thinker • Invests heavily in nurturing relationships • Acts with compassion, empathy and with emotional intelligence • Able to engage positively with complex, uncomfortable situations and avoid 'quick fixes' • Appreciates that inclusion (children, staff, families) is ongoing and continuous • Strong organisational skills with the ability to prioritise and manage demanding workload effectively, including the workflow of others • A high level of accuracy and attention to detail • Excellent time management skills and organisation • An ability to think strategically and manage problems. 		<p>1,2,3,5</p>
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Application Forms and Documents	<ul style="list-style-type: none"> • All forms must be word-processed • All forms must be fully and accurately completed • Personal statement should be clear, concise (no longer than 3 sides of A4, typed in size 12 font) • All forms should be emailed as an attachment before the closing date 		1
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Assessment Method	
Application Form	1
Interview	2
Tasks	3
Proof of qualifications	4
References x 2	5