



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Person Specification – Early Years Lead and Class Teacher

Required for September 2024

	Essential	Desirable	Evidence
1. Qualifications/ Professional Development	<ul style="list-style-type: none"> ▪ Qualified teacher status ▪ Evidence of continuing professional development relating to Early Years leadership and management, or curriculum ▪ Ability to identify own learning needs and to support others in identifying their learning needs. 	<ul style="list-style-type: none"> ▪ Postgraduate level qualification ▪ NPQEYL award or other relevant certification ▪ Experience of working with other schools/organisations/agencies ▪ Experience of leading/coordinating professional development opportunities. 	A I
2. Experience	<ul style="list-style-type: none"> ▪ At least 2 years successful teaching experience in the EYFS age range ▪ Successful experience of leading EYFS ▪ Has a successful track record of improving the quality of Early Years education through their leadership, and proven leadership experience in delivering the highest expectations and standards across the EYFS curriculum and teaching and learning ▪ Substantial, successful teaching experience at outstanding grade 	<ul style="list-style-type: none"> ▪ Teaching experience in at least 2 of the 3 key stages. ▪ Curriculum leadership in one or more core subjects ▪ Experience of teaching in more than one school 	A I
3. Teaching and Learning	<ul style="list-style-type: none"> ▪ A secure understanding of the requirements of the EYFS frameworks, Development Matters and Early Years documents ▪ Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils ▪ A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning ▪ Experience of effective monitoring and evaluation of teaching and learning ▪ Secure knowledge of statutory requirements relating to the curriculum and assessment 	<ul style="list-style-type: none"> ▪ Understanding of successful teaching and learning across the entire curriculum across 2 out of 3 key stages ▪ Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management 	A I

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	<ul style="list-style-type: none"> Understanding of the characteristics of an effective early learning environment and the key elements of successful behaviour management. 		
4. Leading and Managing Staff	<ul style="list-style-type: none"> Experience of working and leading small staff teams Ability to delegate work and support colleagues in undertaking responsibilities Has a 'can do' attitude and a desire to deliver excellence in all areas of learning 	<ul style="list-style-type: none"> Leadership of a small group of teachers and support staff. 	A I
5. Accountability	<ul style="list-style-type: none"> Ability to communicate effectively, orally and in writing to a range of audiences – e.g., staff, pupils, parents Experience of effective whole school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and governors. 	<ul style="list-style-type: none"> Experience of presenting reports to governors Leading sessions to inform parents Experience of offering challenge and support to improve performance 	A I
6. Skills, Qualities & Abilities	<ul style="list-style-type: none"> High quality teaching skills Strong commitment to the ethos of the school Is an outstanding communicator and team player Very high expectations of pupils' learning and attainment Is engaging and effective in building relationships, highly articulate and an excellent classroom practitioner with a real interest in pedagogy, with the energy and charisma to lead, challenge and inspire others Ability to remain positive and enthusiastic when working under pressure Ability to organise work, prioritise tasks, make decisions and manage time effectively Empathy with children Good interpersonal skills Stamina and resilience Effective ICT skills 	<ul style="list-style-type: none"> Very strong commitment to school improvement and raising achievement for all 	A I

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7. References	<ul style="list-style-type: none"> ▪ Positive recommendation in professional references ▪ Satisfactory health and attendance record. 	<ul style="list-style-type: none"> ▪ Professional reference without reservations. ▪ Strong positive examples of leadership impact. 	
8. Safeguarding	DSAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.		I R

KEY:

A= mainly evidenced from application form

I = mainly evidenced from interview

R = mainly evidenced from references