



Rainhill Community Nursery School

Lead Practitioner (L1-5) – Person Specification



Attributes	E = essential D = desirable	Evidence A= application I/T = Interview and/or task
Qualifications and Experience <ul style="list-style-type: none"> ▪ Qualified to degree level including Qualified Teacher Status ▪ Early Years specialist training and a track record of successful teaching experience, including in the early years ▪ Evidence of commitment to own further professional development ▪ Experience of work in a maintained nursery school ▪ Specialist leader of Education (SLE) Status and recent deployment 	E E E D D	A A A A A/I
Professional Knowledge and Experience <ul style="list-style-type: none"> ▪ Excellent Early Years practitioner with a thorough understanding of the EYFS ▪ Involvement in the implementation of whole school initiatives ▪ Experience of contributing to school self-evaluation and improvement process ▪ Clear understanding of/ability to plan for effective teaching and learning in the EYFS, and of how young children learn ▪ Successful implementation of quality assessment techniques to inform teaching and learning ▪ Successful experience of working with vulnerable children from a range of backgrounds and with a variety of learning needs ▪ Experience of involvement in transition between one or more of the following, home-EYFS and EYFS-KS1. ▪ Leadership experience (leading a team or leading a wider-school initiative) in EYFS / KS1 ▪ Experience of teaching and caring for children 0-5 years ▪ Involvement in monitoring the quality of Teaching and Learning ▪ Experience of providing outreach through a teaching school alliance ▪ Experience of co-ordinating and delivering CPD programmes ▪ Experience of delivering successful school to school support 	E E E E E E E E E E E E E E	A/I/T A/I/T A/I A/I/T A/I/T A/I/T A/I A A/I A/I A/I A/I A/I

Professional Skills <ul style="list-style-type: none"> ▪ Excellent interpersonal and communication skills at all levels ▪ Ability to work as part of an effective leadership team ▪ The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents, governors and colleagues from across the Early Years System ▪ Demonstrate knowledge and understanding of how young children learn and develop and how learning at this stage affects future learning ▪ Within and beyond the school; the ability to <ul style="list-style-type: none"> I. provide a broad, balanced, relevant and creative Early Years Foundation Stage curriculum II. influence the quality of teaching and learning III. inspire, lead and motivate the children and staff in the pursuit of excellence IV. develop staff and manage their performance ▪ Ability to form good relationships with children, parents and colleagues ▪ Ability to secure high standards of pupil achievement and behaviour. ▪ A thorough grasp of current educational issues and both local and national levels ▪ Ability to analyse, understand interpret and use strategically, Early Years Foundation Stage performance data ▪ Effective use of ICT to impact on learning and engagement ▪ Secure working knowledge of the EYFS, the National curriculum and their assessment, recording and reporting requirements ▪ An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social, cultural, mental and physical well-being. ▪ Excellent organisational and time management skills and an ability to prioritise effectively. ▪ Evidence of managing the performance of staff 	E E E E E E E E E E E E E D	A/I/T A/I A/I/T A/I/T A/I/T A/I/T A/I A/I A/I A/I/T A/I/T A/I/T A/i
Personal characteristics <ul style="list-style-type: none"> ▪ Reliable with a high degree of integrity ▪ Self-motivated and able to take initiative and responsibility ▪ Approachable, with excellent interpersonal skills when dealing with others on all levels ▪ Well organised, enthusiastic, energetic and flexible ▪ Ability to motivate others and to develop their understanding and practice ▪ Willingness to learn with and from colleagues 	E E E E E E	A/I A/I A/I A/I/T A/I A/I

Other		
▪ A commitment to the health, safety, welfare and safeguarding of all children	E	A/I
▪ A commitment to equality, diversity and to inclusion for all	E	A/I/T
▪ A commitment to developing links between home and school	E	A/I
▪ An outstanding passion and drive for raising standards of teaching and learning	E	A/I/T
▪ A commitment to take part in all aspects of the life of the nursery, including meetings, training, special events and other extra curricular activities as required	E	A/I
▪ Positive, energetic, enthusiastic and resilient, thrives on challenge	E	A/I/T
▪ Ability to maintain confidentiality	E	A/I
▪ The ability to effectively lead a team of teaching and support staff	E	A/I
▪ Commitment to personal and professional development	E	A/I
▪ Commitment to whole school and system wide improvement	E	A/I/T

All experience should be relevant and recent. The appointment and interview process will thoroughly explore issues relating to safeguarding and promoting the welfare of all children.