|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Assessed by** |
| *A I R* |
| **Teaching and Learning** | Evidence of outstanding practice in either Early Years or KS1 | Evidence of outstanding practice in both Early Years and KS1 | x | x | x |
| Strong knowledge of statutory assessment in either Early Years or KS1 | Strong knowledge of statutory assessment in ***both*** Early Years and KS1 | x |  | x |
| Exhibit a desire to improve personal practice by being a reflective practitioner, willing to adapt approaches for highest impact |  | x |  | x |
| Understand the importance of the learning environment, both indoors and outdoors and what outstanding examples look like | Forest School or other outdoor learning training/accreditation | x | x | x |
| **Leadership and management** | Experience of leading a phase, team or core subject | Currently in a Senior Leadership role | x |  | x |
| Experience of monitoring and evaluating whole school or phase specific approaches, standards and development areas to show impact | Evidence of the leadership of a whole school initiative, with positive outcomes | x |  | x |
| Experience of presenting reports, articulating impact and defining areas of development to Governors and other external parties |  | x | x | x |
| Have a clear understanding of how data can be used to inform whole school initiatives, including for vulnerable groups of children | Evidence of experience as a data manager for ***one or more*** Key Stages, where data has been successfully used to improve outcomes. | x | x | x |
| Ability to inspire, encourage and grow professionals |  | x | x | x |
| Experience of developing others through coaching, mentoring, observation and feedback and modelling  |  | x | x | x |
| **Other attributes** | Demonstrate a very high standard of written and spoken English |  | x | x | x |
| Have completed accredited or internal middle leadership training | Have completed accredited or internal ***senior*** leadership training | x |  | x |
| Hold time keeping, attendance and commitment to the Academy in high regard  |  | x |  | x |
| Understand the needs of the children and families of the Academy |  | x | x | x |
| Be sympathetic to the vision and aims conducive to working in a church school |  | x |  |  |
| Make a positive contribution to the wider school and local community |  | x |  | x |

 **Early Years and Key Stage 1 Person Specification**

***A*** *– Application,* ***I*** *– Interview,* ***R*** *- Reference*