**Rawmarsh Nursery School and Children's Centre**

**Arnold Nursery School and Children's Centre**

**Executive Leader Person Specification**

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| **[A] TRAINING AND QUALIFICATIONS** |
|  | Essential | Desirable | Source1. application

C/Q – certificates of qualificationsI - interviewR - references |
| Qualified teacher status  |  | ✓ | A, C/Q |
| Educated to Degree level | ✓ |  | A, C/Q |
| NPQH/ NPQICL (National Professional Qualification Integrated Centre Leadership) |  |  | A, C/Q |
| Recent participation in a range of relevant professional training and development including but not exclusive to:* leadership development
* SEND and inclusion
* Safeguarding
* Early Years Practice
* Finance/Business Skills
* Children’s Centre Management
 | ✓ |  | A, I, R |
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| **[B] EXPERIENCE** |
|  | Essential | Desirable | Source1. application

C/Q – certificates of qualificationsI - interviewR - references |
| Working/leading within a Federation or split site context |  | ✓ |  |
| Senior leadership experience in leading a nursery provision /Early Years provision. | ✓ |  | A, I ,R |
| Senior leadership experience of working with or in Children’s Centres | ✓ |  | A, I ,R |
| Experience of leading and managing improvement initiatives | ✓ |  | A, I, R |
| Commitment to and experience of working with Early Years staff, pupils and parents/carers | ✓ |  | A, I |
| Experience of leading SEND across the nursery/Early Years phase | ✓ |  | A, I ,R |
| Experience of working with multi agencies to improve lives and outcomes for children and families | ✓ |  | A, I ,R |
| Experience of strategic financial planning, budget and business management and the principles of best value  | ✓ |  | A, I , R |
| Experience of leading change and improvement | ✓ |  | A, I, R |
| Understanding of new technologies – their use and impact | ✓ |  | I |
| Experience of monitoring and evaluating performance including performance data to inform self-evaluation and improvement planning | ✓ |  | A I, R |
| Proven ability to construct accurate and robust self-evaluation. | ✓ |  |  |
| Up to date knowledge and understanding of the Early Years curriculum | ✓ |  | I |
| Commitment to diversity and inclusive practice, including supporting disadvantaged children and families, working with high levels of deprivation and/or diversity and with children and families with additional and complex needs |  |  | A, I, R |
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| **[C] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the specific phase.  |
|  | Essential | Desirable | Source1. application

C/Q – certificates of qualificationsI - interviewR - references |
| Commitment to and capacity to effect school and Children Centre improvement, including self-evaluation strategies | ✓ |  | I |
| Knowledge and skills to understand quality provision in Early Years education, care provision, and Children Centre service delivery.  | ✓ |  | A, I ,R |
| Knowledge and skills to understand, develop and maintain the characteristics of outstanding children’s centres, nursery schools and care provision. | ✓ |  | A, I ,R |
| Leadership and management skills including strategic planning and leading teams across more than one site. | ✓ |  | A, I, R |
| Build and maintain strong effective working relationships. | ✓ |  | A, I ,R |
| Have high expectations of children’s attainment and outcomes for families | ✓ |  | I |
| Comprehensive understanding of planning and assessment procedures for young children. | ✓ |  | I, R |
| Clear understanding of SEND legislation and best inclusive practice. | ✓ |  |  |
| Knowledge, skills and understanding of how the use of ICT can influence the effective management of the nurseries and children’s centres. | ✓ |  | A, I |
| Comprehensive knowledge of local and national policies, priorities and statutory frameworks including the appropriate current Ofsted inspection frameworks. | ✓ |  | I |
| Commitment to working in partnership with parents/carers, governors, other agencies and stakeholders in the local community as well as the Local Authority. | ✓ |  | A, I |
| Secure knowledge of legislation and guidance related to safeguarding children. | ✓ |  | I |
| Secure knowledge and experience of working with children and families where there are SEND needs. |  |  | I, R |
| Understanding of education in a multi-cultural context | ✓ |  | I |
| Secure understanding of the role of the Children’s Centre, the core purpose and the extended services agenda including vulnerable groups. | ✓ |  | A, I ,R |
| Secure knowledge and skills of robust and dynamic financial planning, where multiple income streams are complex and variable. |  |  | A, I ,R |
| A secure knowledge and commitment to the notion of system leadership and school/Centre to School/Centre support. |  |  | A, I ,R |
| Skills and ability to negotiate Children’s Centre contracts with the Local Authority |  |  | A, I ,R |
| Ability to use business skills strategically |  |  | A, I ,R |
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| **[D] PERSONAL SKILLS AND ABILITIES**Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post: |
|  | Essential | Desirable | SourceA - applicationC/Q – certificates of qualificationsI - interviewR - references |
| Show a passion for, and commitment to, improving outcomes for children and families | ✓ |  | I, R |
| Ability to prioritise, plan and organise themselves and other staff and ability to manage competing demands. | ✓ |  | I, R |
| Think strategically and make informed decisions | ✓ |  | I, R |
| Ability to analyse and interpret performance data and share this with a range of audiences |  |  | I, R |
| Good interpersonal and communication skills |  |  | A, I |
| Competent in the use of ICT | ✓ |  | I |
| Capacity to inspire, motivate and empower others | ✓ |  | I, R |
| Experience of performance managing, supporting and developing staff |  |  | A, I, R |
| Ability to engage effectively with families and the community | ✓ |  | A, I, R |
| Experience of integrated working with a range of external agencies. | ✓ |  | A, I |
| Enthusiastic and self-motivated | ✓ |  | A, I ,R |
| Excellent written and oral communication skills for a wide range of audiences. | ✓ |  | A, I ,R |
| Flexibility to respond to the full range of responsibilities described in the job description, including covering the whole year. | ✓ |  | A, I ,R |
| The ability to adapt to change | ✓ |  | A, I ,R |
| The capacity to support a high level of staff morale and motivate others. | ✓ |  | A, I ,R |
| Show passion and commitment to early years education and the functions of a children’s centre. | ✓ |  | A, I ,R |
| Have high expectations of themselves and others | ✓ |  | A, I ,R |
| The ability to manage and resolve conflict in high pressure contexts. | ✓ |  |  |
| Build effective teams across multiple sites | ✓ |  | A, I ,R |
| Adhere to moral purpose, principles and values | ✓ |  | A, I ,R |
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| **[E] OTHER REQUIREMENTS** |
|  | Essential | Desirable | SourceA- applicationC/Q – certificates of qualificationsI - interviewR - references |
| Application forms should be completed in full | ✓ |  | A |
| Letters should be clear and concise(3 sides of A4 maximum at Arial or similar Point 12)  | ✓ |  | A |
| Should address the criteria identified in the person specification | ✓ |  | A |
| To work 52 weeks per year with holiday entitlement  |  |  |  |
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| **[F] CONFIDENTIAL REFERENCES AND REPORTS** |
|  | Essential | Desirable | SourceA- applicationC/Q – certificates of qualificationsI - interviewR - references |
| Two written references only (one from the most recent employer) | ✓ |  | R |
| Confirming professional & personal knowledge, skills & abilities referred to above | ✓ |  | R |
| Positive recommendation from current employer | ✓ |  | R |