



PERSON SPECIFICATION - PHASE LEADER

All post-holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Shortlisting

Description

Training & Qualifications

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| 1. Qualified Teacher Status | Essential |
| 2. Evidence of further professional development | Essential |

Successful Experience

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| 3. Current highly effective experience of teaching in the relevant phase in mainstream classrooms, including planning and assessment, delivery, working with additional adults and taking responsibility for their performance in the classroom | Essential |
| 4. Proven experience of raising standards for all pupils, including underachieving pupils | Essential |
| 5. Sophisticated knowledge and experience of the EYFS curriculum and principles of highly effective learning, including child-led learning and development of outstanding continuous provision | Essential |
| 5. Successful experience of aspects of leading a team in curriculum or other school wide initiatives | Desirable |
| 6. Experience of promoting positive behaviour conducive to learning which is focussed on raising standards | Essential |
| 7. Experience of promoting highly effective communications within and between teams and other stakeholders in the school community | Desirable |
| 8. Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement | Essential |
| 9. Good understanding and use of assessment, including target setting and tracking | Essential |
| 10. Experience of teaching in different settings/key stages | Desirable |

Knowledge and Understanding

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| 11. Understanding of equality issues and how they can be effectively addressed in schools | Essential |
| 12. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress | Essential |
| 13. Good knowledge and understanding of effective team leadership and management and how this must focus on raising standards and school improvement | Essential |
| 14. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and standards | Essential |
| 15. Good understanding of effective procedures for managing and promoting positive behaviour | Essential |
| 16. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed | Essential |
| 17. Clear understanding of data analysis and the important impact this can have on achievement and attainment | Desirable |

Characteristics and Competencies

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| 18. Ability to implement and lead whole school initiatives and manage change | Essential |
| 19. Ability to effectively support colleagues in raising standards of teaching and learning | Essential |
| 20. Ability to create and maintain a positive team spirit delegating, negotiating and challenging where necessary, with sensitivity | Essential |
| 21. Ability to develop the long term capabilities of others by collaborating with and motivating colleagues | Essential |
| 22. Boundless enthusiasm, determination and drive to inspire others to achieve high standards | Essential |
| 23. An appetite and stamina for challenging work | Essential |
| 24. A solution-focussed mind-set and a determined "no-excuses" approach to raising standards | Essential |
| 25. A personable nature to build effective relationships with parents/members of the community | Essential |
| 26. A lively, creative, good-humoured approach to all aspects of teaching, management & leadership | Essential |
| 27. Ability and keenness to promote the school's positive culture and ethos | Essential |