



Key Stage 2 class teacher with curriculum subject leaderships - Person Specification

This post is subject to safer recruitment measures, including an enhanced disclosure and barring check

Key to show where criteria evidenced – (R) Reference (A) Application (I) Interview

Category	Essential	Desirable
Application	Fully supported in reference (R) Well written, structured and presented application (A)	
Qualifications and Professional Development	Qualified Teacher Status (A) Degree or equivalent (A) Evidence of continued and relevant professional development (A)	Further professional development (A) First Aid Qualifications (A)
Experience	Proven excellence as a primary teacher, meeting a range of individual needs (A) (R) Evidence of consistently good and outstanding lesson observations (R) (A) (I) Evidence of raising aspirations of pupils (A) (I)	Experience of teaching in more than one setting and Key Stage (A) Experience of leading core subject areas in primary school (A) Experience of developing parental engagement to support children's learning (A) Recent experience working in Year 5 or 6 (A) Mathematics as a curricular strength or particular interest (I)
Management and Leadership	Previous experience in middle leadership (A) (I) An understanding of whole school improvement process and experience of successfully leading improvement initiatives (A) (I) An excellent knowledge and understanding of the current curriculum and assessment requirements (A) (I) (R) The expertise to advise and support colleagues in all aspects of teaching and learning (A) (I) The ability to make accurate judgements with regard to the quality of teaching and learning (A) (I) The ability to accurately analyse data and use this analysis to inform judgements and measure impact (A) (I) (R) Effective time management / organisational skills (R) The experience to support and develop staff and lead relevant training (A) (R)	Experience of coaching and / or mentoring colleagues Experience of mentoring NQTs and students The ability to draw on a range of leadership styles depending on context

	The ability to establish positive relationships and effective communication links with all stakeholders (R) (A)	
Teaching and Learning	<p>High expectations of all pupils (I) (A) (R)</p> <p>An excellent understanding of pedagogy and how to enable pupils to learn effectively (I) (R)</p> <p>The ability to deliver consistently good / outstanding lesson that lead pupils to good progress (R) (A)</p> <p>A thorough understanding of assessment and how it informs future teaching (A) (R) (I)</p> <p>The ability to accurately judge attainment and identify next steps in learning (R) (I) (A)</p> <p>Effective behaviour management skills that promote positive attitudes (O)</p>	Experience across more than one phase
Personal attributes	<p>High expectations of children's achievements and behaviour, staff and self (A) (I) (R)</p> <p>Self-reflective and self-critical (I)</p> <p>Demonstrate sensitivity, integrity and enthusiasm when working with all stakeholders (R) (I)</p> <p>Willingness to work in partnership with other staff, schools and key agencies and organisations (A) (I)</p> <p>Ability to manage pressure effectively (I)</p> <p>Flexible, willing to do what needs to be done</p>	Desire to engage in Educational Research
Professional philosophy and commitment	<p>Clear vision for the development of primary education, particularly referencing the provision for children with additional needs including the more able (A) (I)</p> <p>Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (A) (I)</p> <p>Commitment to high standards and continuous professional development (A) (I) (R)</p>	<p>Willingness to be involved in extra-curricular activities</p> <p>Experience of innovation and creativity in the curriculum</p>