

PERSON SPECIFICATION – Phase Lead for Key Stage 2

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> Qualified Teacher Status	E	Application/Certificates
<input type="checkbox"/> Degree or equivalent	E	
<input type="checkbox"/> Willingness to continue to develop own expertise (evidences through Continuing Professional Development)	E	
Knowledge & Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Established and evidenced practice as an outstanding Key Stage 2 teacher	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Evidence of a commitment to own professional development	E	
<input type="checkbox"/> Outstanding classroom practitioner	E	
<input type="checkbox"/> Experience of giving effective feedback to colleagues about professional performance	E	
<input type="checkbox"/> Experience of coaching and mentoring colleagues	E	
<input type="checkbox"/> Experience of conducting lesson observations	E	
<input type="checkbox"/> Experience of leading teaching and learning initiatives beyond their own classroom	E	
<input type="checkbox"/> Experience of contribution to the professional development/mentoring of colleagues	E	
<input type="checkbox"/> Evidence of high achievement in teaching across the age range	E	
Skills & Key Criteria	Essential/Desirable	How Identified
<input type="checkbox"/> Leadership and people management skills	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Ability to prioritise workload effectively to meet deadlines	E	
<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	E	
<input type="checkbox"/> Proven ability to raise standards in classrooms other than their own	E	
<input type="checkbox"/> Excellent understanding of the components which comprise outstanding teaching and learning	E	
<input type="checkbox"/> Use of assessment information to improve practice and raise standards	E	

<input type="checkbox"/> Use of strategies to promote good learning relationships and high rates of progress in an inclusive environment	E	
<input type="checkbox"/> Vision for the development of teaching and learning	E	
<input type="checkbox"/> Strategies to enhance teaching and learning	E	
<input type="checkbox"/> Use of targeted intervention strategies to address identified issues for individual pupil development	E	
<input type="checkbox"/> Awareness of the latest developments and initiatives in education	E	
<input type="checkbox"/> Developing high quality learning strategies and monitoring learner progress to raise attainment	E	
<input type="checkbox"/> Working effectively as a mentor	E	
<input type="checkbox"/> Effective use of Assessment for Learning to engage learners as active participants in their learning	E	
<input type="checkbox"/> Ability to establish curriculum development, assessment, coordination and coaching	E	
<input type="checkbox"/> Ability to plan and resource effective interventions to meet curricular objectives and individual pupils needs	E	
<input type="checkbox"/> Development of relevant and sustainable partnerships with other schools, business and the wider community	E	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Interview
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Ability to be flexible and adaptable	E	
<input type="checkbox"/> Passion for teaching and learning and is committed to inspire learning	E	
<input type="checkbox"/> Resilience, perseverance and optimism in the face of challenges	E	
<input type="checkbox"/> Positive, enthusiastic outlook, embracing innovation	E	
<input type="checkbox"/> Ability to communicate effectively orally and in writing to a range of audiences	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	



Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	