



## Wylam and Prudhoe Castle First Schools

### Person Specification Leader of Teaching, Learning and Curriculum Classroom Teacher

#### Qualifications

Essential	Desirable	Assess by:
Qualified Teacher Status (primary phase)	Achieved or working towards NPQ	A/C
Evidence of commitment to ongoing, up-to-date Continuing Professional Development	Relevant management qualification/relevant degree	A/C
Attending a recognised form of leadership training relevant to schools		A/C
High standard of Maths and English		

#### Experience

Essential	Desirable	Assess by:
Substantial experience as an outstanding primary teacher, working with pupils from a wide variety of backgrounds and differing abilities showing commitment to the positive value of inclusion.	Experience of strategic, curriculum led financial planning, setting and managing a budget, procuring services and ensuring best value.	A/I/R

Experience of developing, improving, implementing and sustaining high quality teaching and learning to further improve outcomes.	Experience of the DSL or deputy DSL role.	A/I/R
Successful behaviour management experience so that children feel safe to learn.	Proven experience at senior leadership level with the ability to develop and deliver against strategic improvement plans that are based on accurate self-evaluation.	A/I/R
Proven experience of promoting inclusivity and improving outcomes for all learners.	Experience of designing an aspirational curriculum ensuring that the substantive and disciplinary knowledge is sequenced appropriately and progressively.	A/I/R
Experience of leading, developing and implementing an all-inclusive curriculum which meets the needs of all pupils, including an effective assessment framework.	Ability to lead school improvements across a range of sites/settings.	A/I/R
Experience of leading a core curriculum area or whole school improvement priority which has led to strong outcomes for pupils.		A/I/R
Experience of improving teaching and learning through observation, mentoring, coaching and leading CPD.	Excellent strategic thinking with proven ability to lead improvement.	A/I/R
Experience of leading, managing and developing a range of staff.		A/I/R
Experience of working with Senior Leaders, governors and external agencies to promote strong outcomes for pupils.		A/I/R
Experience of developing and sustaining relationships and successful engagement with stakeholders and external agencies across relevant networks.		A/I/R
Experience of attending CPD to develop understanding of teaching using the maths mastery approach.	Experience of teaching the maths curriculum through the White Rose approach.	A/I/R
<b>Knowledge and Understanding</b>		
<b>Essential</b>	<b>Desirable</b>	
A wide, current knowledge and understanding of the Primary National Curriculum, including EYFS and relevant educational statutory and school system requirements.	Secure, up to date knowledge of multicultural, inclusion, equal opportunities and proven ability of putting this in place.	A/I

<b>A practical knowledge and understanding of the range of assessment requirements used to monitor pupil progress and levels of attainment against targets set, plan subsequent lessons and promote the highest possible aspirations for pupils.</b>	Understanding of how high quality, effective performance management for all staff is linked to continuous school improvement.	A/I/R
<b>Secure up to date knowledge of developments and best practise in education and teaching and learning</b>		A/I/R
<b>A thorough knowledge and understanding of how to monitor and evaluate the quality of education in a school and how to plan effectively for improvements.</b>	Understanding of the foundations for effective strategy implementation to support school improvement.	I/R
<b>Secure and up to date knowledge of the culture of safeguarding and child protection and proven ability to put this in place.</b>	Knowledge and experience of using CPOMS.	A/I/R
<b>A secure knowledge of how to deliver an effective phonics programme and how to teach children to read.</b>		A/I/R
<b>Skills and Abilities</b>		
<b>Essential</b>	<b>Desirable</b>	
<b>The ability to inspire high quality teaching and learning.</b>	The ability to demonstrate entrepreneurial and innovative approaches to school improvement, leadership and governance.	A/I/R
<b>The ability to lead and develop teaching and learning across a school using a variety of strategies.</b>	Analytical thinking, making informed use of inspection, benchmarking and research findings.	A/I/R
<b>Excellent verbal and written communication skills with the ability to communicate sensitively, clearly and persuasively with people at all levels.</b>	The ability to conduct rigorous self-evaluation of the school's performance.	A/I/R
<b>Ability to lead by example, demonstrating optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.</b>	The ability to make and take effective, sound decisions under pressure and to tight deadlines and to delegate appropriately.	A/I
<b>The ability to produce and implement improvement plans and policies.</b>		I/R
<b>Ability to promote the vision and values of the school to children, staff, parents and governors and demonstrate the skills to motivate, inspire and influence others.</b>		I/R
<b>Ability to use evidence from monitoring and evaluation activities to identify improvement priorities to inform action plans.</b>		I/R
<b>The ability to collect, collate and interpret school performance data in order to implement key actions for improvement.</b>		A/I/R

Enthusiastic, positive and passionate about teaching and learning.		I
The ability to promote ambitious standards and behaviour for learning for all pupils and ensure all staff understand their accountability for the impact of their work on pupils' outcomes.		I/R
The ability to think strategically, support the development of a vision for the school with proven ability to lead improvement.		I/R
Demonstrate the skills and knowledge to ensure that at all times there is a safe working environment for children and staff.		I/R
Excellent IT skills.		I
<b>Personal Qualities</b>		
<b>Essential</b>	<b>Desirable</b>	
Demonstrate an empathy with the culture of our schools including a personal ethos of a child-centred approach to education and the ability to respect and support the child-teacher-parent relationship.		A/I/R
The ability to work in a team and liaise and work effectively with others, motivating others to achieve successful outcomes.		A/I/R
Strong and effective communicator, relating positively and showing respect for all members of the school and wider community.		A/I/R
Inspiring role model to staff and pupils, demonstrating a passion for education and a commitment to include and make a difference for every child.		A/I/R
Leads by example with the highest professional standards - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.		A/I/R
Emotionally resilient in working with challenging situations.		A/I/R
Ability to reflect on own practice, responding positively to the suggestions of others or to constructive criticism.		I
A willingness to work across different sites across the MAT in developing shared strategies and initiatives that benefit pupils in all of our schools.		I
Strong organisational and management skills that demonstrate empathy for others.		A/I/R

Demonstrate a strong commitment to involving parents in the education of their children.		I/R
Sense of humour.		I
The successful applicant will be able to meet the travel requirements essential to this post.		

**Keys to Assessment Methods: (A) Application Form; (C) Certificates; (I) Interview (this includes interview tasks; (R) References;**