



Person Specification

Class Teacher with responsibility for Curriculum Leadership

| Educational Qualifications and Training | |
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| Essential | <ul style="list-style-type: none"> • Qualified teacher status • Strong qualifications in English and Maths at GCSE (or equivalent), A levels plus a good honours degree |
| Desirable | <ul style="list-style-type: none"> • Evidence of further study and/or qualifications relevant to teaching and learning |
| Experience | |
| Essential | <ul style="list-style-type: none"> • Varied experience and understanding of teaching, learning and curriculum design across the primary age range • Previous successful and recent leadership experience as a Leader or Middle Manager in a primary school • Evidence of effectively leading and managing people • Experience of effectively using data analysis to inform whole school improvement • Evidence of your capability to develop, implement, monitor and evaluate a significant aspect of school provision • Experience and evidence of a strong contribution to self-evaluation and school improvement • Experience of leading training and other staff development activities including impact on raising standards |
| Desirable | <ul style="list-style-type: none"> • Experience of effectively leading all, or an aspect of, English (Reading, Writing, Phonics or GVPS) • Experience of teaching in more than one key stage • Evidence of highly effective teaching across the primary age range • Experience of coaching and mentoring members of staff • Experience of working collaboratively with Governors, parents and the wider community |
| Knowledge and Understanding | |
| Essential | <ul style="list-style-type: none"> • A proven track record as an outstanding classroom teacher (evidenced in lesson observations/pupil progress data etc) • Knowledge of curriculum development, progression across the key stages and effective pedagogy • Sound understanding of effective assessment, recording and reporting • Understanding of effective strategies for school improvement • Knowledge and experienced of how the effective use of data and target setting can raise standards • Have knowledge, understanding and a complete commitment to realizing our school vision |
| Desirable | <ul style="list-style-type: none"> • Knowledge and understanding of a wide range of effective strategies, support programmes and interventions that will raise standards, particularly for pupils from vulnerable groups. |
| Skills | |
| Essential | <ul style="list-style-type: none"> • Ability to be an outstanding role model for high quality teaching and learning |

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| | <ul style="list-style-type: none"> • Ability to inspire, motivate and manage people to work both individually and in teams • Ability to plan strategically, be highly organized and implement change • Ability to prioritise, work under pressure and meet deadlines • Ability to think analytically and use initiative to problem solve • Outstanding presentation and communication skills, with a range of audiences, both orally and in writing |
| Personal Attributes and Qualities | |
| Essential | <ul style="list-style-type: none"> • Noticeably value all children as individuals and be committed to developing them to be the best they can • Relate exceptionally well to all members of the school community • Adapt to changing circumstances and new ideas in a positive and creative manner • Be hard working and consistently expect high standards of self and others • Energy, enthusiasm and a strong sense of humour • Show integrity, loyalty and support to the Headteacher and the school |
| Safeguarding | |
| Essential | <ul style="list-style-type: none"> • The school is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share our commitment. • An enhanced DBS disclosure is required for this post and appointment will be subject to at least two references. |