



Person Specification
EYFS/KS1/2 CLASS TEACHER and Assistant Head Teacher
GREASBROUGH PRIMARY SCHOOL

| Category | Essential | Desirable | Method of assessment |
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| Qualifications/ Professional Development | <ul style="list-style-type: none"> ● Qualified teacher status ● Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning ● Ability to identify own learning needs and to support others in identifying their learning needs ● Evidence of recent and appropriate training in safeguarding and the 'prevent' strategy | Evidence of further professional study post degree | Application Form Certificates |
| Experience | <ul style="list-style-type: none"> ● Substantial, successful teaching experience in EYFS/Key Stage 1/2 ● Successful experience in a leadership and management role ● Successful experience of leadership in the upper primary phase, including up to Key Stage 2 national assessments ● Effective implementation of policy and practice to keep children safe from harm | Experience of teaching in more than one school Successful experience of leading key areas of school improvement | Application Form Interview |
| Strategic Leadership | <ul style="list-style-type: none"> ● Ability to articulate and share a vision ● Ability to take a lead in the organisation and administration of internal assessments and national tests (SATs) taking place in the upper primary phase. ● Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school ● Evidence of successful strategies for planning, | Knowledge of the role of the governing body Evidence of having successfully translated vision into reality at whole school level | Application Form Interview |

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| | <p>implementing, monitoring and evaluating school improvement</p> <ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these • Knowledge of what constitutes excellence in educational provision, the characteristics of effective schools and strategies for raising standards within the context of national policy • See beyond the classroom to whole school priorities | | |
| Teaching and Learning | <ul style="list-style-type: none"> • An understanding of the requirements of the primary curriculum, notably Key Stage 2 • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • Experience of effective monitoring and evaluation of teaching and learning and taking successful action to improve • Secure knowledge of statutory requirements relating to the curriculum and assessment in KS2 to inform the next stages of learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | <p>Understanding of successful teaching and learning across the entire curriculum across the Primary age range</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</p> <p>Whole school curriculum leadership</p> <p>Promoting SMSC of pupils across the curriculum</p> | <p>Application Form Interview</p> |
| Leading and Managing Staff | <ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of using appraisal to support the professional development of colleagues • Develop a shared vision with supporting plans to achieve it • Motivate and inspire pupils, staff, parents, governors and the wider community in a context of change and development • See beyond the classroom to whole school priorities | <p>Experience of leading staff teams</p> | <p>Application Form Interview</p> |

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| | <ul style="list-style-type: none"> ● Prioritise and give clear direction ● Deal sensitively with people and resolve conflict | | |
| Accountability | <ul style="list-style-type: none"> ● Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, ● Ability to provide clear information and advice to staff, parents and governors | <p>Experience of offering challenge and support to improve performance</p> <p>Experience of effective whole school self evaluation and improvement strategies</p> | <p>Application Form</p> <p>Interview</p> |
| Skills, Qualities & Abilities | <ul style="list-style-type: none"> ● High quality teaching skills ● High expectations of pupils’ attainment and progress ● Strong commitment to school improvement and raising achievement for all ● Ability to build and maintain good relationships ● Ability to remain positive and enthusiastic when working under pressure ● Ability to organise work, prioritise tasks, make decisions and manage time effectively ● Empathy with children and families ● Excellent communication and interpersonal skills ● Stamina and resilience ● Effective ICT skills | | <p>Application Form</p> <p>Interview</p> <p>references</p> |
| Philosophy | <ul style="list-style-type: none"> ● An expectation of high individual achievement and personal development for staff and pupils ● A clearly expressed understanding of how pupils learn and how their needs can be met ● An enthusiastic approach that values people and encourages all to enjoy helping each other to do their best ● A commitment to promote and uphold high standards of care and discipline amongst staff and pupils ● A commitment to involving pupils in school life ● A demonstrable understanding of and commitment to equality principles and practices | | <p>Application Form</p> <p>Interview</p> <p>references</p> |

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| | <ul style="list-style-type: none"> • A determination to develop effective inclusion of all pupils • A commitment to self, staff and school improvement | | |
| Wider role & support mechanism | <ul style="list-style-type: none"> • The ability to: Work effectively with all stakeholders e.g. Staff, Parents Pupils, Governors and LA • Work with and gain support from outside agencies • Communicate clearly, both orally and in writing, with Staff, Pupils, Parents, Governors and LA | <p>Clear view of the role of the school in the community</p> <p>Governing Body Experience</p> <p>Willingness to network effectively for the benefit of the school</p> | <p>Application Form</p> <p>Interview references</p> |
| References | <ul style="list-style-type: none"> • Fully supportive references covering the candidate's professional, personal and leadership qualities • Ability and willingness to commit time and prioritise beyond that expected of classroom teachers | | <p>Written references received</p> |