

## Job Title: Phase Leader PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	EVIDENCE
EXPERIENCE			
Evidence of successful teaching experience	Ň		A /I
within EYFS or KS1	Х		A/I
Evidence of a strong knowledge of both the	Х		A/I
EYFS and KS1 curriculum.	^		AVI
Experience of successfully teaching in more than		х	A/I
one school / age range.		~	7.01
Evidence of curriculum coordination	Х		A/I
responsibilities and budget management.			
Experience of using school management		V	A /I
systems, learning platforms and communication networks.		Х	A/I
networks.			
EDUCATION AND TRAINING			
Qualified teacher status.	Х		А
Evidence of appropriate professional	Х		A/I
development.	^		A/I
Evidence of appropriate leadership development.		Х	A/I
TEACHING AND LEARNING/CURRICULUM			
Up to date, comprehensive knowledge of			A (1
curriculum developments.	Х		A/I
Ability to plan learning in a creative cross	V		Δ /Ι
curricular way.	Х		A/I
Demonstrate excellent classroom practice.	Х		A/I
Applies a working knowledge of school planning,	Х		A/I
evaluation and assessment.	^		AVI
Demonstrates knowledge and understanding of			
child development and pedagogy and its			
relevance to the process of teaching and	Х		A/I
learning with particular reference to the			
education of 3-11 year olds.			
A positive, proactive approach to school discipline and behaviour.	Х		A/I
Evidence of involvement in and commitment			
towards the development and implementation of	Х		A/I
school's vision, aims and curriculum.	X		
Evidence of understanding the importance of			†
developing good relationships and the need for	V		A/I
stimulating teaching in order to ensure	Х		
engagement and progress in learning.			
Ability to use ICT effectively to promote	Х	A/I	Δ/Ι
children's learning.	^		

EFFECTIVE RELATIONSHIPS AND   X     Understanding of the roles and responsibilities of Governors.   X     Well developed views about all aspects of parent partnership and parent consultation.   X     Awareness of difficulties in encouraging parents to interact with school.   X     Commitment to forming positive relationships with other schools.   X     Ability to form good relationships with pupils, staff, parents and Governors.   X     INCLUSION AND SAFEGUARDING   X     Evidence of an understanding and thought about the need for a differentiated curriculum and the integration of special needs in mainstream education.   X     Experience of thildren with special /additional needs at both ends of the spectrum.   X     Experience of tadjurg buildren with English as an additional language.   X     Commitment to safeguarding, child protection and health and safety procedures.   X     LEADERSHIP   Understanding and commitment to safeguarding, child protection and health and safety procedures.   X     Ability to hold staff to account, monitor, evaluate and report on impact of school improvement actions and pupil progress.   X     Ability to work to and meet deadlines both timetabled and at short notice.   X     Phase.   X   X     Commitment to equage optimutive to the life of the school.   X	A/I	X		Some knowledge of the use of ICT in assessment.
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