

PHASE LEADER PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING

Essential	Desirable
- Have a degree in a relevant subject. - Have QTS. - Have prior experience of teaching pupils of a similar age group. - Have up-to-date safeguarding training.	Experience of managing volunteers, work experience students and parents in the setting

SKILLS AND EXPERIENCE

Essential	Desirable
- Utilising performance development techniques for teaching and support staff. - Data analysis and targeting interventions to address outcomes.	- Working in a leadership role in a school, eg. Leading a core subject. - Motivating and supporting school staff. - Handling complaints and concerns from parents and other key stakeholders. - Finance and resource planning, where appropriate.

KNOWLEDGE

Essential	Desirable
- Demonstrate an ability to work with pupils and staff alike. - Present plans and strategies to both education professionals and non-education professionals in a clear and concise manner. - Show that they have a good understanding of the principles behind continuous school improvement, including planning, monitoring and reviewing progress. - Judge a situation effectively and have the confidence to act on their initiative so that an effective solution is developed. - Demonstrate a sound knowledge of the responsibilities and roles that come with being the leader of a group of pupils. - Present improvement strategies for the school in a professional manner. - Demonstrate knowledge of quality assurance processes within curriculum areas.	- Demonstrate a working knowledge of how to manage the reputation of the school and engage with the school community. - Demonstrate a sound knowledge of the needs of pupils who are preparing for the next stage of education. - Experience of delivering high quality CPD and updates related to your area of expertise, eg. subject leadership.

PERSONAL TRAITS

THE SUCCESSFUL CANDIDATE WILL HAVE

- Excellent verbal and written communication skills. - Excellent time management and organisation skills. - A flexible approach towards working practices. - High expectations of self and professional standards.

- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with colleagues.
- High levels of drive, energy and integrity.
- A commitment to equal opportunities and empowering others.
- Respect and understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these.
- A commitment to promoting high-quality care of pupils and implementing plans which allow pupils to reach their potential.
- Lead by example by being reflective, managing your own wellbeing and demonstrating resilience.
- Demonstrable dedication to promoting their professional development and achieving desired qualifications.
- The ability to plan and take control of situations.
- A commitment to contributing to the wider school and its community.
- The capability to handle a demanding workload and successfully prioritise work.
- The ability to be professionally assertive and demonstrate clear thinking.
- Dedication to being a good team player, with the ability to also work on their own initiative.
- Be a positive role model for all staff and children.