



**Borrow Wood Primary School**  
**Person Specification: KS1 Phase Leader and English Curriculum Lead**

*Italic and bold statements are specific to the Phase Leader and English leadership element.*

	Essential	Desirable
<b>Qualifications</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Degree or Degree/PGCE</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Continuing Professional Development and commitment to further professional development</li> </ul>
<b>Experience</b> Evidenced in: <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> <li>• portfolio/presentation</li> </ul>	<b>Experience of:</b> <ul style="list-style-type: none"> <li>• Delivering high quality teaching in KS1, including phonics.</li> <li>• A strong commitment to inclusion with high expectations for all learners.</li> <li>• Using assessment – summative and formative - to plan learning sequences to meet the needs of all pupils.</li> <li>• Designing opportunities to support children in learning more and remembering more.</li> <li>• Working in partnership with parents to maximise children's progress.</li> <li>• Leading a National Curriculum subject.</li> </ul>	<b>Experience of:</b> <ul style="list-style-type: none"> <li>• Teaching across the whole Primary age range.</li> <li>• Working with children with specific SEND issues such as ADHD, ASD or Dyslexia.</li> <li>• Using Teaching for Memory strategies to support children in remembering more.</li> <li>• Working across phases/networks/partner schools.</li> <li>• <b><i>Experience of conducting staff induction, mentoring and performance management.</i></b></li> <li>• <b><i>Experience of having led whole school initiatives.</i></b></li> <li>• <b><i>Experience of leading English in a primary school.</i></b></li> </ul>
<b>Knowledge and understanding</b> Evidenced in: <ul style="list-style-type: none"> <li>• application form</li> <li>• lesson observation</li> <li>• interview</li> </ul>	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Safeguarding and promoting the welfare of children.</li> <li>• Providing effectively for the individual needs of all children.</li> <li>• The requirements of transition between key stages.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress.</li> <li>• How to implement and sustain high quality teaching and learning.</li> <li>• Equal Opportunities, Health &amp; Safety, SEND and Child Protection/Safeguarding in schools.</li> <li>• The importance of positive relationships with all stakeholders and their impact on children's outcomes.</li> </ul>	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• Current issues and challenges affecting schools.</li> <li>• <b><i>The English curriculum across the primary range.</i></b></li> <li>• <b><i>Systematic Synthetic Phonics</i></b></li> <li>• <b><i>Reciprocal Reading strategies</i></b></li> <li>• <b><i>Question Level analysis to identify next steps.</i></b></li> <li>• <b><i>The teacher assessment framework at the end of Key Stage 1.</i></b></li> </ul>

<p><b>Skills</b></p> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>• letter of application</li> <li>• lesson observation</li> <li>• interview</li> </ul>	<p>Able to:</p> <ul style="list-style-type: none"> <li>• Set high expectations that inspire, motivate and challenge ALL children.</li> <li>• Effectively manage behaviour, promoting the school ethos in a mutually respectful, safe learning environment.</li> <li>• Demonstrate commitment to learning from first hand practical experiences.</li> <li>• Gather evidence, analyse, prioritise and meet deadlines.</li> <li>• Establish and develop close relationships with parents, governors and the wider community.</li> <li>• Communicate effectively and clearly with children, parents, colleagues</li> <li>• Plan and deliver high quality learning sequences using technology.</li> </ul>	<p>Able to:</p> <ul style="list-style-type: none"> <li>• Lead on a subject across school.</li> <li>• Lead additional enrichment and extra-curricular activities.</li> <li>• Use Microsoft Teams as a teaching and shared resource tool.</li> <li>• Develop strategies for creating community links.</li> <li>• <b><i>Lead colleagues in KS1.</i></b></li> </ul>
<p><b>Personal characteristics</b></p> <p>Evidenced in:</p> <ul style="list-style-type: none"> <li>• letter of application</li> <li>• interview</li> </ul>	<p><b>Personal Qualities/Characteristics</b></p> <ul style="list-style-type: none"> <li>• A commitment to inclusion – treating all children with dignity and respect recognising that some children need to be managed differently.</li> <li>• Dedication, determination and commitment to get the best out of all our children.</li> <li>• Approachable and empathic – showing tolerance and sensitivity when dealing with children and carers.</li> <li>• Well-organised – able to set up and follow systems and routines.</li> <li>• Willingness to be involved in the wider life of the school.</li> <li>• Ability to work flexibly - self-evaluating, adapting to changing circumstances and new ideas.</li> <li>• Able to motivate, promote good relationships and effectively communicate with all stakeholders</li> </ul>	<p><b>Personal Qualities/Characteristics</b></p> <ul style="list-style-type: none"> <li>• <b><i>Able to demonstrate leadership qualities and people management skills.</i></b></li> </ul>