



## Person Specification Phase Leader KS1/EYFS

**E – Essential D - Desirable**

### Qualifications and Experience

- Qualified Teacher Status -E
- Experience of teaching KS1/EYFS - E
- Recent and successful experience in a Primary School - E
- Knowledge of how children learn and take account of a range of teaching styles - E
- Experience of school improvement and evidence of impact on Teaching and Learning - E
- Liaising with outside agencies (e.g. Consultants) and members of the staff team – D

### Strategic Leadership / Leading and Managing Staff

- Have a problem solving approach - E
- Ability to identify and action areas for improvement - E
- Ability to inspire and motivate staff, pupils and parents - E
- Evidence of successful strategies for planning, implementing, monitoring and evaluating initiatives to ensure consistency in practice - E
- Ability to prioritise work load, analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these - E
- Ability to lead, model and manage positive behaviour in your phase - E
- Experience of leading staff teams - D
- Ability to delegate work and support colleagues in undertaking responsibilities - E
- Experience of appraisal and supporting the continuing professional development of colleagues - E
- Understanding of effective budget planning and resource deployment –D

### Knowledge and Understanding

- Good understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children of primary age - E
- Have a sound understanding of statutory National Curriculum requirements and the Primary Frameworks at the appropriate Key Stage - E
- Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management - E
- A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning - E
- Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils, including those with special educational needs, or previously high attaining pupils – E

### Skills, personal qualities and abilities

- Ability to remain positive, professional, enthusiastic and maintain a sense of humour when working under pressure - E
- Adaptable and flexible - E
- High quality teaching skills - E
- Good communication and interpersonal skills - E
- High expectations of pupils' learning and attainment - E
- Strong commitment to school improvement and raising achievement for all - E
- Ability to build and maintain good relationships - E
- Good attendance record - E
- Ability to organise work, prioritise tasks, make decisions and manage time effectively - E
- Empathy with children - E
- Stamina and resilience - E
- Confidence - E

