



## KS2 Person Specification

	High-priority	Desirable
<b>Qualifications</b>	<p>QTS</p> <p>GCSE in English and mathematics at C grade or better or equivalent</p> <p>Undergraduate Degree</p>	<p>Undergraduate degree at Upper Second or better</p> <p>Masters Degree</p> <p>Evidence of recent professional development in core curriculum for KS1 or KS2</p>
<b>Experience</b>	<p>Current experience of teaching KS1 or KS2</p> <p>Evidence of data outcomes and knowledge of KS1 or KS2 teaching requirements</p> <p>Recent experience in teaching a wide enriched curriculum in a KS1 or KS2 setting, or extensive understanding of requirements</p> <p>Recent experience of teaching phonics using recognised teaching methods</p>	<p>An understanding of the latest curricular developments for primary schools</p> <p>Evidence planning and teaching well-sequenced lessons and assessing through writing moderation and through use of internal assessment systems</p> <p>Some knowledge of assessment of writing using Comparative Judgement</p> <p>Recent experience of teaching phonics using Letters and Sounds, Sounds Write or Read Write Inc</p>
<b>Competencies</b>	<p>An understanding of theory and practice in providing effective teaching and learning for needs of all children at KS1 or KS2 age (eg classroom organisation and teaching strategies)</p> <p>Evidence of commitment to continuous professional development</p> <p>Understanding of statutory requirements for monitoring and assessment using standardised scores in tests</p>	<p>Preparation and administration of interim and end of year assessments.</p> <p>Understanding of the changing statutory assessment for primary schools from 2020.</p> <p>Recent experience of writing moderation at KS1 or KS2</p> <p>Understanding of strategies to promote teaching and</p>

	<p>Understanding age related expectations and greater depth in reading writing and mathematics</p> <p>High level of understanding of grammar and punctuation in KS1 or KS2</p> <p>Some recent competency in teaching phonics</p> <p>Completely committed to the safeguarding of pupils (essential)</p>	<p>learning for pupils with a range of learning needs</p> <p>Have some understanding of the term 'Knowledge-Based Curriculum' and know how to plan and teach a sequence of lessons with specific knowledge outcomes</p> <p>Be able to argue for specific pieces of knowledge to be a part of (or not a part of) the Advantage Schools curriculum at KS1 or KS2 or in a specific subject</p> <p>Ambitious for the school system across the UK, and their particular role in this</p>
<b>Personal Characteristics</b>	<p>Behave and act in line with the school's values and ethos</p> <p>Be calm under pressure and be patient</p> <p>Be committed to the children in the school and their progress and development</p> <p>Have very high expectations of pupils and their outcomes</p> <p>Be open to feedback on personal and school performance through coaching</p> <p>Very high level of professionalism, including willingness to challenge colleagues and the school to be better</p> <p>Be resilient in coping with the day to day pressures of school life</p>	