TLR Job Specification

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| --- | --- | --- | --- | --- | --- |
| **(i) Previous experience**   |     |     |     |     |     |
| Experience of successful teaching within KS2  |   |   |   |   |   |
| Experience of curriculum leadership and management  |   |   |   |   |   |
| Evidence of successful school improvement  |   |   |   |   |   |
| (ii) Ability to work within a professional team, to build capacity in schools.  |  |  |  |  |  |
| To promote and develop effective team work to support raised standards and progress  |   |   |   |   |   |
| To be able to lead learning and learn from others  |   |   |   |   |   |
| To be supportive and approachable to colleagues, pupils and parents  |   |   |   |   |   |
| To promote professional development of all staff  |   |   |   |   |   |
| **(iii) Ability to Communicate Clearly**  |  |  |  |  |  |
| Good written and oral communication skills  |   |   |   |   |   |
| Good presentational and ICT skills  |   |   |   |   |   |
| Clear and effective in meetings and in one-to-one discussions  |   |   |   |   |   |
| **(iv) Ability to Lead**   |    |    |    |    |    |
| Clear vision to develop effective strategies to raise attainment  |   |   |   |   |   |
| Respond effectively and efficiently to daily challenges  |   |   |   |   |   |
| To make decisions on the basis of sound judgement  |   |   |   |   |   |
| Have strategies to monitor and evaluate developments  |   |   |   |   |   |
|   |   |   |   |   |   |
| Have some experience of mentoring, motivational and coaching skills  |   |   |   |   |   |
| Be a professional role model  |   |   |   |   |   |
| **(v) Personal Qualities**   |    |    |    |    |    |
| Be enthusiastic and determined  |   |   |   |   |   |
| Able to work under pressure and to recognise and manage stress  |   |   |   |   |   |
| Have flexibility, sensitivity and tact  |   |   |   |   |   |
| Commitment to ongoing and professional development  |   |   |   |   |   |
| Qualifications  |   |   |   |   |   |
| QTS  |   |   |   |   |   |
| Continued CPD  |   |   |   |   |   |
| Parents and Carers  |   |   |   |   |   |
| Be committed to a partnership between home and school  |   |   |   |   |   |
| Assessment for Learning  |   |   |   |   |   |
| Strengths in assessment for learning strategies  |   |   |   |   |   |
|   |   |   |   |   |   |
| Visited  |   |   |   |   |   |
|   |   |   |   |   |   |