



Lead Practitioner - Person Specification

	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications and Career Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree level qualification • Commitment to continuous professional development • Enhanced DBS 	<ul style="list-style-type: none"> • Evidence of recent (last 3 years) professional development training and courses 	<ul style="list-style-type: none"> • Application form • Documentation provided at interview • References
Knowledge and Experience	<ul style="list-style-type: none"> • Experience as a middle or senior leader • Ability to model outstanding classroom practice and inspire colleagues to work toward consistently very good and excellent teaching • Excellent understanding of the English curriculum and statutory requirements • An ability to introduce and lead whole-school strategies • Strong specialist knowledge of pedagogy and resources • Proven ability to work with colleagues to help them improve their teaching • Innovative thinking in your area of expertise • A track record in meeting deadlines and delivering results through effective management, organisation and planning of work • Commitment to wider goals for pupils through clubs and activities outside of the classroom • Recent experience of classroom teaching at K.S.2 or 3 • Knowledge of effective principles and practice of K.S.2 and 3 education • Knowledge of recent initiatives in education including current issues 	<ul style="list-style-type: none"> • Experience across the full middle school age range - Years 5 to 8 • Experience leading professional development for colleagues • Previous experience using tools such as SIMS for tracking pupil achievement • Experience of line management and ensuring accountability 	<ul style="list-style-type: none"> • Application form • Interview • Observation • References

Key Skills	<ul style="list-style-type: none"> ● The ability to contribute effectively to the workload and responsibilities of a team, demonstrating the ability to be flexible and adaptable ● Ability to maintain resilience, understanding and positive thinking when working with challenging pupils, families and situations ● Teaching demonstrates high expectations and standards ● Experience of using ICT as a tool for teaching and learning ● Demonstrates excellent behaviour management strategies ● Able to create a positive and challenging learning environment ● A commitment to ensuring all learners access the curriculum and make progress ● Able to communicate effectively orally and in writing, to a range of audiences in a professional manner 	<ul style="list-style-type: none"> ● Previous experience of implementing high-quality assessment procedures in an educational setting 	<ul style="list-style-type: none"> ● Observation ● Interview ● Application form ● References
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Personal Qualities and Relationships	<ul style="list-style-type: none"> ● Act as a positive role model in setting the highest standards of professional behaviour in all areas of work ● Ability to relate well to children both in and out of the classroom ● Ambitious for our pupils ● Calm and patient ● Reliable, punctual and well organised and presented ● Warm and approachable with a sense of humour ● Ability to work as part of a team and form strong working relationships ● Self-motivated, confident and enthusiastic with a positive attitude and a high level of professional resilience ● Integrity and the ability to maintain the highest standards of confidentiality 	<ul style="list-style-type: none"> ● Experience of leading and working in partnership with others 	<ul style="list-style-type: none"> ● Observation ● Interview ● Application form ● References
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Safeguarding	<ul style="list-style-type: none">• Total commitment to and awareness of safeguarding issues as well as following the school's safeguarding policies and practices• Evidence of completion of whole school level 2 training	<ul style="list-style-type: none">• Additional evidence of specific training completed	<ul style="list-style-type: none">• Application form• Interview• Reference• Observation
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