

## **Person Specification for Leading Practitioner**

All elements of the Person Specification are essential unless otherwise stated.

### **Qualifications**

- Qualified Teacher Status
- Degree or equivalent
- Established and evidenced practice as a highly effective teacher over a prolonged period
- Evidence of safeguarding training

### **Professional Development**

- Evidence of a commitment to own professional development within the realm of leadership and teaching and learning
- Highly effective classroom practitioner
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom
- Excellent understanding of the components which comprise highly effective teaching and learning
- Experience of giving effective feedback to colleagues about professional performance
- Experience of coaching and mentoring colleagues
- Experience of conducting lesson observations and giving feedback
- Safeguarding and Health and Safety

### **Knowledge**

- Use of formative and summative assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the developments of teaching and assessment for learning
- Strategies to enhance teaching and learning
- Use of intervention strategies to address identified issues for development and a commitment to immediate intervention for mastery
- Awareness of the latest developments and initiatives in education
- Deep knowledge of the National Curriculum
- In depth subject knowledge of Maths as a minimum

### **Skills and experience**

- Excellent interpersonal and communication skills

- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Evidence of high achievement in teaching across Key Stages 3 and 4
- Working effectively as a middle or senior leader or currently leading a key responsibility/development within a team
- Experience of contribution to the professional development/mentoring of colleagues
- Effective use of Assessment for Learning to engage learners as partners in their learning
- Ability to establish curriculum development, assessment, co-ordination and coaching
- Ability to plan and resource effective interventions to meet curricular objectives
- Development of partnerships with other schools/networks