

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

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| **Description** | **Shortlisting** |
| **Training & Qualifications** |  |
| 1. | Qualified Teacher Status | Essential |
| 2. | Evidence of continuing and recent professional development relevant to the post | Essential |
| **Successful Experience** |  |
| 3. | Successful experience of teaching in the relevant phase and, ideally, experience in other key | Desirable |
|  | stages |  |
| 4. | Proven record of raising standards for all pupils, including underachieving pupils. | Essential |
| 5. | Experience of promoting positive behaviour conducive to learning, focused on raising | Essential |
|  | standards. |  |
| 6. | Experience of promoting highly effective communications within and between teams and | Essential |
|  | stakeholders in the school community. |  |
| **Knowledge and Understanding** |  |
| 7. | Insight and understanding of the importance of an engaging, relevant and creative | Essential |
|  | curriculum that inspires and motivates learners to make progress and achieve high standards. |  |
| 8. | The knowledge and understanding of current theory and best practice in learning and | Essential |
|  | teaching, particularly as this relates to high attainment and progress. |  |
| 9. | Understanding of a diverse range of teaching and learning styles and techniques. | Essential |
| 10. | Good understanding of the importance of culture and ethos and how this impacts on morale, | Essential |
|  | high expectation and high standards. |  |
| 11. | Good understanding of effective procedures for managing and promoting positive behaviour | Essential |
|  | among pupils. |  |
| 12. | Good understanding of the role of parents and the community in school improvement and | Essential |
|  | how this can be practised and developed. |  |
| 13. | Clear understanding of data analysis and the important impact this can have on achievement | Essential |
|  | and attainment. |  |
| **Characteristics and Competencies** |  |
| 14. | Ability and willingness to promote the school’s aims and the positive culture and ethos. | Essential |
| 15. | Ability to develop good personal relationships within a team; making an effective | Essential |
|  | contribution to high morale. |  |
| 16. | Ability to create a happy, challenging and effective learning environment | Essential |
| 17. | Ability to communicate effectively (both orally and in writing) to a variety of audiences. | Essential |
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| 18. | Boundless enthusiasm, determination and drive to inspire others to achieve high standards. | Essential |
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| 22. | Self-motivated and resilient to the pressures of leadership. | Essential |
| 19. | A solution-focussed mind-set and determined “no-excuses” approach to raising standards. | Essential |
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| 20. | A personable nature to build effective relationships with parents and all members of the | Essential |
|  | school community. |  |
| 21. | A lively, creative and good-humoured approach to all aspects of teaching, management and | Essential |
|  | leadership. |  |