

Person Specification – Senior Teacher

	Essential The Applicant will have...	Desirable The Applicant may have....	How Identified
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree or equivalent qualification. 	<ul style="list-style-type: none"> • Evidence of further professional development • NPQ qualification or leadership training • Additional relevant qualifications (e.g. SEND, Thrive, Forest School, curriculum leadership) 	Application form Certificates
Experience	<ul style="list-style-type: none"> • Experience of teaching within a primary school setting • Experience of planning and delivering lessons in line with the National Curriculum • Experience of assessing, tracking and monitoring pupil progress • Experience supporting pupils with SEND and/or disadvantaged pupils 	<ul style="list-style-type: none"> • Experience teaching across multiple key stages • Experience working in a mixed-age class • Experience leading an area of responsibility or school improvement initiative • Experience supporting or mentoring colleagues. 	Application form References
Knowledge & Understanding	<ul style="list-style-type: none"> • Secure understanding of the National Curriculum and effective pedagogy • Understanding of adaptive teaching and inclusive practice • Knowledge of assessment for learning and formative feedback • Understanding of safeguarding responsibilities and KCSIE • Understanding of behaviour management strategies that promote positive learning environments 	<ul style="list-style-type: none"> • Knowledge of current educational research and best practice • Understanding of leadership and school improvement processes • Understanding of SIAMS and/or Church school distinctiveness 	Interview References
Teaching & Learning Skills	<ul style="list-style-type: none"> • Ability to plan and deliver engaging, ambitious and well-structured lessons • Ability to inspire and motivate pupils and colleagues • Ability to use assessment effectively to inform teaching • Ability to create a safe, purposeful and stimulating classroom environment • Ability to model effective classroom practice 	<ul style="list-style-type: none"> • Experience of curriculum or subject leadership • Experience leading whole-school initiatives • Experience coaching or supporting colleagues 	Lesson Observation Interview

Leadership Skills	<ul style="list-style-type: none"> • Ability to contribute positively to school improvement and strategic priorities • Ability to work collaboratively with colleagues and leadership teams • Ability to model professionalism and high expectations 	<ul style="list-style-type: none"> • Existing leadership responsibility within a school • Experience supporting staff development or professional learning • Experience contributing to inspection preparation or school self-evaluation 	Interview References
Inclusion & Pupil Wellbeing	<ul style="list-style-type: none"> • Commitment to inclusive practice and equality of opportunity • Ability to adapt teaching to meet a range of needs including SEND • Ability to foster pupils' social, emotional and mental wellbeing • High expectations of behaviour and positive relationships 	<ul style="list-style-type: none"> • Experience working closely with SENDCo and external agencies • Experience implementing Thrive or nurture approaches 	Interview References
Communication & Professional Relationships	<ul style="list-style-type: none"> • Ability to build positive, professional relationships with pupils, parents, carers and colleagues • Strong written and verbal communication skills • Ability to work collaboratively as part of a team 	<ul style="list-style-type: none"> • Experience contributing to wider school events, community engagement or Federation collaboration 	Application Form Interview
Professional Qualities	<ul style="list-style-type: none"> • Reflective practitioner committed to continuous professional development • Organised and able to manage workload effectively • Resilient, adaptable and solution-focused • Demonstrates integrity, professionalism and commitment to the school's vision and values • Commitment to leadership development and professional growth 	<ul style="list-style-type: none"> • Aspiration to progress within educational leadership • Willingness to undertake NPQ or leadership development programmes 	Interview References