



TEAM LEADER - SPECIFICATION FORM

APPLICANTS MUST DEMONSTRATE THE FOLLOWING KEY AREAS IN THEIR LETTER:

| | Desirable (D) Essential (E) | Application (A) Letter (L) Interview (I) |
|--|--------------------------------|--|
| QUALIFICATIONS | | |
| Qualified Teacher Status (QTS). | E | A |
| Completion of, or currently undertaking, a recognised leadership qualification (e.g., NPQLT, NPQSL, or similar). | D | A L |
| Evidence of recent safeguarding and child protection training. | E | A I |
| EXPERIENCE | | |
| Minimum of 3 years' recent teaching experience in a primary school setting, including KS1. | E | A L |
| Proven experience of excellent classroom practice with consistently high expectations. | E | L I |
| Experience of supporting or mentoring colleagues or leading within a team. | E | A L |
| Recent successful leadership of a subject area with a focus on raising standards. | E | A L |
| Experience of teaching pupils with a range of additional learning needs. | E | A L I |
| Experience of working effectively with pupils who have English as an Additional Language (EAL) | D | A L I |
| Experience of working with parents, governors, outside agencies and the community. | E | A L I |
| Involvement in partnerships or collaborative work with other schools. | D | L I |
| KNOWLEDGE & SKILLS | | |
| Secure understanding of the Key Stage One curriculum and age-appropriate pedagogy. | E | L I |
| Strong understanding of strategies to support SEND and EAL learners within an inclusive classroom environment. | E | L I |
| Ability to lead and motivate a phase team, modelling high expectations. | E | L I |
| Ability to monitor and evaluate teaching, learning, and outcomes across a phase. | E | L I |
| Knowledge and experience of assessment for learning practices. | E | L I |
| Good classroom management and organisational skills | E | L I |
| Excellent communication, organisation, and interpersonal skills. | E | L I |
| Sound knowledge of statutory assessments at KS1 | D | L |
| PERSONAL ATTRIBUTES | | |
| A positive, solution-focused, and adaptable approach to leadership. | E | L I |
| High levels of emotional intelligence and resilience. | E | L I |
| Commitment to professional development and continuous improvement. | E | L I |
| A team player with a collaborative, proactive attitude. | E | L I |
| ETHOS & VALUES | | |
| Commitment to upholding and promoting the school's Christian vision, values and ethos. | E | L I |
| Willingness to contribute to collective worship and wider school life. | E | L I |
| Commitment to equality, diversity, and the inclusion of all learners. | E | L I |
| APPLICATION FORM, LETTER & CONFIDENTIAL REFERENCES | | |
| Two fully supportive professional references (including positive recommendation from current employer) | E | N/A |
| Letters of application should address the criteria identified in this person specification, be no more than a maximum of 3 sides of A4 and contain no errors | E | L |