**Year 1, 2 and 3 Phase Lead and English Lead** 

**Person Specification**

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| **CRITERIA** | **QUALITIES** | **METHOD OF ASSESSMENT**  Application (A) Reference (R) Interview (I) Observation (O) |
| **Qualifications and Training** | **Essential**   * Achieved QTS status * Successful teaching experience * Evidence of professional development relevant to this role | A  A R  **A I** |
| **Experience** | **Essential**   * Teaching within the primary phase, including evidence of outstanding teaching directly linked to Years 1, 2 and 3 * Leading a subject with significant impact. * A passion for English, Talk for Writing and a story-based curriculum. * Implementing teaching and learning strategies to improve quality of teaching and pupil attainment   **Desirable**   * Leading a team during school development and/or improvement * Responsibility for key stage leadership or equivalent, providing strategic and practical oversight * Of having led whole school staff training. | A I  A I  A I  **A I** |
| **Skills and Knowledge** | **Essential**   * Knowledge of legislation and guidance on curriculum requirements and key stage delivery * Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff * Knowledge of effective positive behavior management techniques * Ability to promote good progress and outcomes by pupils in class and across the phase through effective use of assessment to set targets and measure impact. * Good IT skills and desirable knowledge of SIMs and CPOMS * Effective communication, organisational and interpersonal skills * Ability to communicate a vision and inspire others * Ability to build effective working relationships with staff and other stakeholders * Knowledge of guidance and requirements around safeguarding children * Knowledge and understanding of assessments in keystage * Ability to monitor and review the impact of teaching on standards across the phase. * Ability to have professional conversations   **Desirable**   * Knowledge of RWI * Knowledge of a trauma informed approach to behavior * Knowledge of a Paul Dix approach to behavior * Knowledge of Mind Up * Experience of coaching conversations and using a coaching style. | A I O  A I O  A I O  I O  A  A I O  I O  I O  A I O  I O  A O  A R I  A I O  A |
| **Personal Qualities** | **Essential**   * Ambitious and motivated, setting high professional standards. * Able to embrace new initiatives in a practical way to manage change effectively. * Reflective and self-evaluative in developing as a teacher and leader. * Reflective and the ability to take critical feedback and learn from and implement recommendations. * Classroom practice shows commitment to safeguarding and equality of opportunity. * Able to form positive relationships and maintain professional boundaries with children, parents, staff and all stakeholders. * Capacity to learn and develop professionally * Able to form positive and professional relationships with colleagues * High expectations for all pupils and belief in bringing out the best in all * Commitment to upholding and promoting the ethos and values of the school * Commitment to upholding and promoting the schools policies * Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to equality | A I O  A R O I  A R I  A R I  A R O I  A R O I  A  A I  A R I  A O I  A I  A I  A I  I  IO |

When writing the supporting statement **please ensure** that you have **covered all the points below.** Please give personal examples to support the points, which make highlight your previous role and responsibilities.