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

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **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
 | AA 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 IA IA 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 OA I O A I OI OAA I OI OI OA I OI OA OA R I A I OA |
| **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 OA R O IA R IA R IA R O IA R O IAA IA R IA O IA IA IA IIIO |

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.