

KEY STAGE 2 LEADER PERSON SPECIFICATION

Candidates will be assessed against the following:

Essential Skills, Knowledge and Qualifications

Education, Training and Qualifications

- Qualified Teacher Status;
- Degree in relevant subject area;
- Ability to safeguard all children and young people.

Experience

- To be an outstanding classroom practitioner;
- Strong current subject knowledge including spelling, punctuation & grammar and progression of calculation strategies;
- Ability to use a variety of teaching styles and pedagogies.

Knowledge

- Good understanding of all areas of the revised National Curriculum;
- Strong current knowledge of the principles of AfL;
- Strong current knowledge and experience of inclusive teaching.

Skills

- Ability to motivate and challenge all children;
- Outstanding behaviour management strategies;
- Ability to communicate effectively;
- Excellent time management.

Personal Qualities

- A positive disposition;
- Commitment to the ethos and values of the school;
- Excellent ICT skills;
- An effective communicator with exceptional interpersonal skills;
- Strong team player, with the ability to cooperate and share strengths and skills;
- Excellent personal organisational skills.

Desirable Skills, Knowledge and Qualities

Education, Training and Qualifications

- Lifelong learner.

Experience

- Confident and creative use of computing, including interactive whiteboard;
- Experience of working as part of a team;
- Experience of leading a core curriculum area.

Knowledge

- Knowledge of assessing pupil's progress towards age related expectations.

Skills

- Ability to improve and reflect on own practice;
- Ability to direct, support and coach staff;
- Ability to contribute to schools extra-curricular portfolio.

Personal Qualities

- Ability to contribute to effective school development as part of the team;
- Desire to develop leadership skills.

Teachers' Standards (Sept 2012)

Use this checklist to indicate any of the standards that have been evidenced through this lesson observation

TS1 Set high expectations which inspire, motivate and challenge pupils.	
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.	
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	

TS2 Promote good progress and outcomes by pupils	
a) Be accountable for pupils' attainment, progress and outcomes	
b) Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	
c) Guide pupils to reflect on the progress they have made and their emerging needs.	
d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	
e) Encourages pupils to take a responsible and conscientious attitude to their own work and study.	

TS3 Demonstrate good subject and curriculum knowledge	
a) Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	
b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the values of scholarship	
c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	

TS4 Plan and teach well structured lessons	
a) Impart knowledge and develop understanding through effective use of lesson time.	
b) Promote a love of learning and children's intellectual curiosity.	
c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	
d) Reflect systematically on the effectiveness of lessons and approaches to teaching.	
e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.	

TS8 Fulfil wider professional responsibilities	
a) Make a positive contribution to the wider life and ethos of the school.	
b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
c) Deploy staff effectively	
d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	
e) Communicate effectively with parents with regard to pupils' achievements and well-being.	

TS5 Adapt teaching to respond to the strengths and needs of all pupils.	
a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	
b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	
c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	
d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	

TS6 Make accurate and productive use of assessment.	
a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	
b) Make use of formative and summative assessment to secure pupils' progress	
c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.	
d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	

TS7 Manage behaviour effectively to ensure a good and safe learning environment.	
a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	
b) Have high expectations of behaviour, and establish a frame work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	
c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	
d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	