**PERSON SPECIFICATION**

**YEAR LEADER**

Selection decisions will be made based on the specification and criteria outlined below. At each stage of the appointment process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met in the context of our academy and its particular needs.

When completing your application form and supporting statement, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

We are particularly keen that as well as the necessary experience, applicants can clearly demonstrate and substantiate their success as a teacher, manager and leader.

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| **Qualifications** | **Essential** | **Desirable** | **Assessed by** |
| Qualified Primary Teacher Status |  |  | A/C |
| Evidence of recent professional development |  |  | A |
| **Experience** | **Essential** | **Desirable** | **Assessed by** |
| Successful teaching experience in the Primary age-range |  |  | A/I/R |
| Teaching experience in more than one school |  |  | A |
| Successful experience of teaching children with a variety of learning needs |  |  | A/R |
| Experience of successful primary curriculum leadership and management |  |  | A/I/R |
| Involvement in the implementation of whole school initiatives |  |  | A/I |
| Experience of effective involvement of parents in their children’s education |  |  | A/I |

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| **Knowledge** | **Essential** | **Desirable** | **Assessed by** |
| A thorough understanding of the  Primary Curriculum |  |  | A/I |
| A thorough knowledge and understanding of how children learn and how this impacts on future learning |  |  | A/I |
| How to plan and deliver an exciting, creative and relevant primary curriculum |  |  | A/I |
| How to record, monitor and analyse relevant information to evaluate pupil achievement and report to parents, governors and other stakeholders |  |  | A/I |
| Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil |  |  | A/I |
| Equality and inclusion policies and how these are implemented in schools |  |  | A/I |
| **Skills and abilities** | **Essential** | **Desirable** | **Assessed by** |
| Ability to develop and maintain positive and effective relationships with children, parents and colleagues |  |  | A/I/R |
| Ability to influence the quality of teaching and learning |  |  | A/I/R |
| Ability to inspire, lead and motivate the children and staff in the pursuit of excellence |  |  | A/I/R |
| Ability to develop staff and manage their performance |  |  | A/I/R |
| Ability to successfully manage change |  |  | A/I |
| **Skills and abilities** | **Essential** | **Desirable** | **Assessed by** |
| Excellent organisational and time management skills, an ability to prioritise and get things done |  |  | A/I/R |
| Excellent communication skills |  |  | A/I |
| Confident user of ICT |  |  | A |
| **Personal Qualities** | **Essential** | **Desirable** | **Assessed by** |
| A real love of teaching |  |  | A/I |
| Caring, helping to support the ethos of the school and its aims and values |  |  | A/I |
| Reliable, conscientious, self-motivated and enthusiastic |  |  | A/I/R |
| Excellent attendance and punctuality record |  |  | A/R |
| Resilient with an ability to work under pressure with a smile and a willingness to “go the extra mile” |  |  | A/I/R |
| A “can do” attitude and approach |  |  | A/I/R |
| An ability to maintain confidentiality and demonstrate discretion in all situations |  |  | A/I/R |
| Enthusiastic, resilient |  |  | A/I |
| Approachable and friendly (whilst maintaining professional boundaries) |  |  | A/I |
| Committed to safeguarding and promoting the welfare of children |  |  | A/I/R |
| Ambitious and committed to own  continued professional development and training |  |  | A/I/R |

**A=Application C=Certificates I=Interview R=Reference**