

Primary Phase Leader

Person Specification

Criteria	Essential	Desirable
Qualifications		
Qualified teacher status	✓	
Degree relevant to teaching subject	✓	
Evidence of continuous professional development	✓	
High standard of literacy and numeracy	✓	
Teaching & Learning		
Excellent classroom practitioner	✓	
Ability to teach across upper KS2 and across all abilities	✓	
Proven track record of excellent child progress	✓	
Commitment to the safeguarding, well-being, value and aspiration of all students	✓	
Experience of tracking progress and planning appropriate interventions for students with resulting improved outcomes	✓	
Excellent ability to use ICT in varied and innovative ways	✓	
Middle Leadership		
Successful leadership and management experience gained in middle leadership role	✓	
Proven experience of raising standards in a subject area/Key Stage	✓	
Evidence of leading school developments with successful implementation	✓	
Proven experience of impact in whole school initiative	✓	
A visible style of leadership, harnessing charisma, energy, drive and passion to motivate and inspire the whole school community	✓	
Experience of working with other schools and institutions to improve learning		✓
Ability to reflect on own work and respond to advice	✓	
Ability to communicate effectively and relate well to others in a variety of settings	✓	
Effective time management and organisational skills	✓	
Experience of delivering CPD	✓	
Specific to this role		
Experience of planning, developing and creating a new curriculum	✓	
Experience of the organisation enrichment activities to enhance learning		✓
Evidence of effective involvement of managing and utilising the differing talents of staff across the school		✓
Clear vision of how to create and sustain high quality provision and the ability to successfully implement that vision	✓	

Thorough knowledge of recent important national curriculum and educational developments	✓	
The ability to comprehensively interrogate and interpret data to monitor progress in student's learning and determine appropriate support/intervention as appropriate	✓	
Knowledge and understanding of current and future curriculum changes	✓	
An ability and willingness to lead a team within the school from a 'can do' perspective, providing clear direction in order to manage change and motivate others	✓	
Additional		
Support for the school's aims and values	✓	
Honesty, integrity, commitment, resilience	✓	
An understanding of, a commitment to and an empathy with young people that guides them toward academic, spiritual, moral, cultural and social development.	✓	
Ability to work under pressure	✓	
Demonstrate good attendance, punctuality and professional appearance	✓	