



Person Specification

Senior Teacher

| Criteria | Essential | Desirable | Demonstrated in application (A) or interview (I) |
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| Qualifications | <ul style="list-style-type: none"> qualified teacher status first degree 2.2 or above SENco Qualification (or willing to work towards this) | | A I |
| Experience | <ul style="list-style-type: none"> experience in raising standards and a record of school improvement experience of delivering a broad-based curriculum throughout the primary age range successful experience of leading one or more subject areas experience of building, communicating and implementing a shared vision experience of curriculum design experience of working with the wider curriculum, creating opportunities for pupils/students and the school community experience of working with children with a range of SEND a record of sustained progress in raising standards in reaching and learning contribution to whole school continuous professional development | <ul style="list-style-type: none"> teaching experience in different key stages experience of teaching in more than one primary school successful experience of leading one or more subject areas/pastoral areas A good understanding of assessment procedures and analysing data. | A I |
| Teaching and Learning | <ul style="list-style-type: none"> knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils/ students a secure understanding of assessment strategies and the use of assessment to inform next stages of learning a secure knowledge of statutory requirements relating to the curriculum and assessment | <ul style="list-style-type: none"> successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management a record of sustained progress in raising standards in teaching and learning | A I |

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| | <ul style="list-style-type: none"> • understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | | |
| Professional Development | <ul style="list-style-type: none"> • curriculum/teaching and learning • ability to identify own learning needs • evidence of working with outside agencies | <ul style="list-style-type: none"> • experience of leading/co-ordinating professional development opportunities | A I |
| Leadership and Management | <ul style="list-style-type: none"> • ability to develop and maintain a clear vision for the school and to lead others to plan and deliver it • ability to improve and maintain each school's level of attainment and success • excellent classroom practitioner who can lead by example • ability to inspire and motivate staff, pupil/students, parents and governors • ability to articulate vision to diverse audiences • ability to review, monitor and evaluate progress and results • demonstrated ability to lead, coordinate and delegate • ability to manage change and work under pressure of changing circumstances • be a strong presence with high visibility in the school environment • evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • possess a clear vision for raising standards • understanding the latest local and national developments, new Ofsted regulations | <ul style="list-style-type: none"> • knowledge of the role of the governing body/Trust • evidence of having successfully translated vision at whole school level • ability to articulate and share a vision of primary education | |
| Leading, managing, and Developing staff | <ul style="list-style-type: none"> • experience of working in and leading staff teams • ability to delegate work and support colleagues in undertaking responsibilities experience of performance management and supporting the continuing professional development of colleagues • ability to support others in identifying their learning needs | <ul style="list-style-type: none"> • experience of working with governors to enable them to fulfil whole school responsibilities | A I |
| Accountability | <ul style="list-style-type: none"> • ability to communicate effectively, orally and in writing to range of audiences e.g. staff, pupils/ students, parents, governors/ trustees • experience of involvement in effective whole-school self-evaluation and improvement strategies • ability to provide clear accurate advice to staff and governors | <ul style="list-style-type: none"> • experience of presenting reports to governors • leading sessions to inform parents • experience of offering challenge and support to improve performance | A |

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| | <ul style="list-style-type: none"> • a secure understanding of strategies for performance management | | |
| Skills, qualities and abilities | <p>Personal Qualities (Emotional Intelligence):</p> <ul style="list-style-type: none"> • Self-awareness <ul style="list-style-type: none"> ○ emotional self-awareness ○ accurate self-assessment ○ self-confidence. • Self-management <ul style="list-style-type: none"> ○ emotional self-control ○ transparency ○ adaptability ○ achievement orientation ○ initiative ○ optimism • Social awareness <ul style="list-style-type: none"> ○ empathetic ○ organisational awareness • Relationship management <ul style="list-style-type: none"> ○ develop others ○ inspirational leadership ○ change catalyst ○ influential ○ deal with conflict management ○ team player and collaborative • approachable • excellent communicator • confident and competent • motivator and innovator • personal commitment to quality and excellence • able to work effectively and cooperatively between schools and with all stakeholders • committed to equal opportunities. • possess high quality teaching skills • possess high expectations of pupil learning and attainment • strong commitment to school improvement and raising achievement • ability to build and maintain good relationships • ability to remain positive and enthusiastic when working under pressure | Leading whole school CPD | A I |

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| | <ul style="list-style-type: none"> ability to organise work, prioritise tasks, make decision and manage time effectively ability to empathise with young people be a good communicator and possess interpersonal skills be confident, stamina and resilience be passionate, professional; and caring | | |
| Special conditions | <ul style="list-style-type: none"> to undertake an enhanced Disclosure and Barring Service (DBS) check ability to communicate at ease with parents, governors and other stakeholders and provide advice in accurate spoken English | <ul style="list-style-type: none"> Level Three DSL trained. | A |

Special Educational Needs Co-ordinator (SENCO)

| Criteria | Essential | Desirable | Demonstrated in application (A) or interview (I) |
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| Experience | <ul style="list-style-type: none"> Varied experience and understanding of teaching and learning across the primary age range Previous recent experience as a Senco / Inclusion Manager in a primary school Experience of contributing to self evaluation and school improvement Experience of leading training and other staff development activities | <ul style="list-style-type: none"> Experience of working with governors, parents and the wider community | A I |
| Qualifications / Training | <ul style="list-style-type: none"> Qualified Teacher status NASENCO qualification or willingness and ability to obtain the Senco NPQ within 3 years of appointment | <ul style="list-style-type: none"> Evidence of further professional development | A I |
| Knowledge and Understanding | <ul style="list-style-type: none"> Knowledge of current educational developments Sound knowledge of Special Educational Needs Awareness of issues affecting Special Educational Needs in EYFS, Key Stages 1 and 2 Understanding of what constitutes high quality teaching and learning Knowledge of strategies for promoting good behaviour and consistent approaches to discipline How target setting, pupil tracking and benchmarking and other forms of analysing pupil performance can raise standards of achievement. | <ul style="list-style-type: none"> Knowledge and understanding of recent key educational issues throughout the Primary Phase | A I |

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| Practical Skills | <ul style="list-style-type: none"> • Proven experience of a range of assessment strategies • Ability to motivate, lead and manage people to work both individually and in teams • Ability to implement change and plan strategically • Outstanding communication skills, with a range of audiences both orally and in writing • Ability to prioritise, work under pressure and meet deadlines • Effective problem solving skills | | A I |
| Personal Qualities and Attributes | <ul style="list-style-type: none"> • Ability to work independently and to take the initiative in a proactive manner • Ability to maintain a professional attitude at all times • Relate well to pupils, staff and parents and carers about their individual needs • Able to adapt to changing circumstances and new ideas in a positive and creative manner • Ability to deal with sensitive issues in a professional manner • Has high expectations of self and others | | A I |

