

Person Specification

Maths and Key Stage 2 Phase Leader

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| **Attributes** | **Essential** | **Desirable** | **Identified** |
| **Qualifications** | QTS | Evidence of further professional development and training | Application form  Enhanced DBS |
| **Teaching Experience** | Enthusiastic and excellent classroom practitioner | Experience of leading a subject | Application form  Reference  Interview process |
| **Knowledge** | A clear understanding of the curriculum.  Knowledge of social, pastoral and learning needs of Primary school children.  Knowledge of how pupils learn.  Inclusive Teaching Strategies.  Awareness of strengths for raising pupils’ achievement and managing behaviour.  Experience and understanding of the principles of good leadership and management.  High Quality Safeguarding.  Equal opportunities.   |  | | --- | |  | | The ability to interpret whole school data | Application form  Letter  References  Interview process |
| **Skills/Abilities** | Support and develop the personal, spiritual, and moral welfare of the children  Excellent ICT skills and use of new technologies  Communicate effectively to a variety of audiences  Create a happy, challenging, and effective learning environment that is inclusive and engaging  Enthuse and motivate others, lead by example  Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching) as appropriate  Working with parents in a supportive manner | An area of expertise or interest in maths curriculum  Analysis of data to set targets to inform planning for the phase | Letter  References  Interview process |
| **Personal Qualities** | Positive and Proactive  Cheerful, enthusiastic and energetic  Reliable and approachable  Sense of justice and fairness  High standard of personal presentation  Hard working and a good team player  Sense of humour  Able to establish and develop good relationships with stakeholders  Able to communicate effectively to a wide range of different audiences |  | References  Interview process |