

# Leechpool Primary School



## Phase Leader of Learning KS2 + TLR 2a

### Person Specification

The Person Specification which follows highlights the need for the post-holder to be flexible in his or her approach to responsibilities. It is also expected that the post-holder will be strongly focused on improving standards whilst upholding the highly valued School ethos

	<b>Essential</b> The successful applicant must have:	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Qualified teacher status</li> </ul>	
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of having undertaken recent and relevant professional development</li> <li>• Up to date knowledge of latest developments in teaching and learning</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Understanding of and experience in using assessment data</li> <li>• Experience of identifying issues and acting to address them.</li> <li>• Taking a leading role in a whole-school initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of subject or phase leadership</li> </ul>
Teaching Skills	<ul style="list-style-type: none"> <li>• Proven and demonstrable excellence as a classroom teacher in KS1/2 - any lessons observations to be judged as at least good.</li> <li>• Evidence of providing excellent provision for all pupils and achieving accelerated rates of pupil progress</li> </ul>	
Leadership skills and abilities (the ability to lead and manage people towards common goals)	<ul style="list-style-type: none"> <li>• An ability to implement strategies for raising pupil achievement.</li> <li>• Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best.</li> <li>• IT skills for teaching and management and proven experience of undertaking remote learning.</li> <li>• Confidence, clarity and decisiveness in making and carrying out decisions.</li> <li>• Make decisions based on analysis, interpretation and understanding of relevant information and have confidence, clarity and decisiveness in making and carrying out decisions.</li> <li>• Think creatively and imaginatively to anticipate and solve problems and identify opportunities.</li> <li>• Demonstrate good judgment</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise accountability effectively, efficiently and fairly</li> <li>• Monitoring and evaluation of the work of others</li> <li>• Had the opportunity to build, support and work with teams</li> </ul>
Communication (the ability to make points clearly and understand the views of others)	<ul style="list-style-type: none"> <li>• Communicate effectively orally and in writing to a range of audiences.</li> <li>• Negotiate and consult effectively.</li> <li>• Manage good communications systems.</li> </ul>	
Self-management (the ability to plan time effectively and	<ul style="list-style-type: none"> <li>• Prioritise and manage his/her own time effectively.</li> <li>• Work under pressure and to deadlines.</li> <li>• Achieve challenging professional goals.</li> <li>• Take responsibility for his/her own professional development.</li> </ul>	

organise oneself well)		
Attributes	<ul style="list-style-type: none"> <li>• Have high expectations for self and others and a strong commitment to raising achievements.</li> <li>• Have high expectations of pupil behaviour.</li> <li>• A passion for learning and enabling children to develop as enthusiastic, independent learners.</li> <li>• Understand the importance of promoting and safeguarding the welfare of pupils.</li> <li>• Be able to promote and develop positive relationships within and beyond the school.</li> <li>• Have integrity and a commitment to collective responsibility as a member of a team.</li> <li>• Demonstrate self-confidence, resilience, perseverance, and stamina.</li> <li>• Be adaptable, flexible and have empathy.</li> </ul>	