

Person Specification

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|  | **High-priority** | **Desirable** |
| **Qualifications** | QTSGCSE in English and mathematics at C grade or betterUndergraduate Degree | Undergraduate degree at Upper Second or betterMasters DegreeEvidence of recent professional development in core curriculum for KS2 |
| **Experience** | Current experience of teaching KS1,2 or 3Evidence of data outcomes and knowledge of KS2 teaching requirements Recent experience in teaching a wide enriched curriculum in a KS2 setting, or extensive understanding of requirements | Knowledge of curriculum 2014 and the 2018 ITAF for KS2Evidence of planning for, teaching tracking progress and attainment of pupils working well above or below ARE  |
| **Competencies** | An understanding of theory and practice in providing effective teaching and learning for needs of all children at KS2 age (eg classroom organisation and teaching strategies)Evidence of commitment to continuous professional developmentStatutory requirements for monitoring and assessment using standardised scores in tests. Understanding age related expectations and greater depth in reading writing and mathematicsHigh level of understanding of grammar and punctuation for KS2Completely committed to the safeguarding of pupils (essential) | Preparation and administration of interim and end of year assessmentsUnderstanding of the changing statutory assessment for primary schools from 2020 Recent experience of writing moderation at KS2Understanding of strategies to promote teaching and learning in KS2 for a range of abilities including SENDHave some understanding of the term ‘Knowledge-Based Curriculum’ and know how to plan and teach a sequence of lessons with specific knowledge outcomesBe able to argue for specific pieces of knowledge to be a part of (or not a part of) the Advantage Schools curriculum at KS2 or in a specific subjectAmbitious for the school system across the UK, and their particular role in this |
| **Personal Characteristics** | Behave and act in line with the school’s values and ethosBe calm under pressure and be patient Be committed to the children in the school and their progress and developmentVery high expectations of pupils and their outcomesOpen to feedback on personal and school performanceVery high level of professionalism, including willingness to challenge colleagues and the school to be betterBe resilient in coping with the day to day pressures of school life |  |