St John the Divine Church of England Primary School
Person Specification – Literacy Lead

This person specification should be read in conjunction with the latest School Teachers' Pay and Conditions Document. It may be modified by the Head Teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Qualifications and Training	
Essential	Desirable
Qualified teacher status	
First Degree or Equivalent	

Experience	
Essential	Desirable
Excellent Classroom Practitioner	
Evidence of leadership and management of a whole school aspect.	In depth knowledge of the curriculum over at least two Key Stages
Proven previous experience of successfully leading literacy	

Professional Development	
Essential	Desirable
A record of continuous professional development that includes training in leadership and management	Leading from the Middle or other relevant NCSL courses
Experience of supporting, training and helping to co-ordinate the professional development of colleagues	

Leadership and Management	
Essential	Desirable
Middle leadership and management experience	Knowledge of the role of the Governing Body
A good understanding of whole school issues	An understanding of the role of a Church of England school, and a commitment to supporting the aims and values
Good understanding and use of assessment, including target setting and tracking	Have the ability to access and analyse relevant data and to use this information to set priorities and determine school action
Able to demonstrate leadership qualities and people management skills	Experience of conducting staff induction and mentoring

Learning and Teaching	
Essential	Desirable
A clear understanding of what contributes to successful learning and the ability to model and promote the effective teaching and learning strategies in Literacy	The ability to help create and maintain a school site that ensures the health and safety of staff and pupil and which presents a stimulating and attractive learning environment for pupils
Ability to evaluate the quality of teaching and standards if achievement / attainment for pupils and set targets for improvement	
An understanding of assessment strategies, target setting and tracking pupil progress	
A clear understanding of what constitutes a broad and balanced Literacy curriculum that meets statutory requirements and which is sufficiently well differentiated and resourced to meet the needs of all pupils	

Knowledge and Understanding of	
Essential	Desirable
Statutory education frameworks	
Strategies for communication, both within and beyond school	The work of other agencies and opportunities for collaboration
Curriculum development and strategies for ensuring inclusion, diversity and access	The impact of change and organisations and individuals
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school development	
New technologies, their use and impact	
Strategies which encourage parents and carers to support their children's learning	

Safeguarding
Essential

Suitability for work with children and young people; Enhanced CRB clearance
Knowledge of the statutory requirements and other relevant legislation relating to child protection procedures and safeguarding.

Additional Skills and abilities - Essential

The ability to relate positively with the Head Teacher, pupils, colleagues, parents, governors and others who contribute to the work of the school
The communication skills needed to provide clear and accurate information
The ability to be proactive, organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate
To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those of colleagues
An excellent health and attendance record

Personal Qualities

Self Awareness	Social Awareness
• Emotional self awareness • Accurate self assessment • Self confidence	• Empathy • Organisational awareness
Self Management	Relationship Management
• Emotional self control • Transparency • Adaptability • Initiative • Optimism	• Develop others • Inspirational leadership • Influence • Team work and collaboration