

PERSON SPECIFICATION (Aspiring Lead Learning Practitioner)

We would like to appoint a person who:

	Attributes	Measurement
Educational	<ul style="list-style-type: none"> Is a graduate qualified teacher able to teach at KS3, KS4 and Post 16. 	A
Knowledge	<ul style="list-style-type: none"> Understands how to ensure effective student learning through challenging, high quality and exciting teaching Understands the potential of student voice and parental engagement Is a competent user of ICT and understands its role in enhancing learning and teaching. Understands the positive role of Performance Management within their own professional development. Understands the components which comprise outstanding teaching and learning Understands assessment and attainment information can be used to improve practice and raise standards 	A, I A, I, R A, I A, I A, I, R
Experience (of)	<ul style="list-style-type: none"> Is a consistently good or outstanding classroom practitioner Works effectively with Teaching Assistant/support staff/technicians within the faculty/department Leading initiatives beyond the classroom. Providing feedback to colleagues Being pro-active in celebrating and sharing good practice Enhancing the quality of learning and teaching 	A, I, R A, I, R A, I A, I A, I, R
Skills & Abilities	<ul style="list-style-type: none"> Communication and influencing skills to have the potential to support staff to raise standards in classrooms and communicate effectively at all levels. Values the contribution that students can make to their own learning. Likes and seeks to understand young people. Shares our belief that Every Child Does Matter. Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom. Is able to (wants to) get the best from all students, regardless of ability. Contributes positively in their role as a group tutor to the pastoral care of students. Is able to assess students' work effectively and within whole school and department guidelines and ensure quality and consistency of learning, teaching and assessment. Is able to assess students' work effectively and within whole school and department guidelines. Is able to set and assess purposeful home learning which extends/reinforces students' learning. Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school. 	A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R

<p>Skills & Abilities (Continued)</p>	<ul style="list-style-type: none"> • Is able to lead, in a variety of contexts, by example. • Is committed to team work at all levels. • Can contribute creatively and knowledgeably to develop/evaluate schemes for learning. • Understands the importance of meeting deadlines and supporting others (colleagues) to do so. • Carries out all professional duties within whole school and department guidelines. • Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Caludon • Able to identify areas for development amongst colleagues and offering solutions • Able to create a vision and be clear about what it can contribute to the life of the school and students • Able to motivate staff to give their best for young people and each other within the spirit of team work 	<p>A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R</p>
<p>Qualities</p>	<ul style="list-style-type: none"> • Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture. • Strives constantly to better themselves as a professional • Enthusiastic, innovative, flexible and resilient in pursuit of supporting achievement • Willingness to engage in challenging conversations with colleagues 	<p>I, R I, R A, I, R A, I</p>
<p>Safeguarding</p>	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; and • Attitudes to use of authority and maintaining discipline. 	<p>I, R</p>
<p>Special Requirements</p>	<p>Good health and attendance records in line with school's Promoting Health at Work Policy This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	<p>I, R</p>

References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.