**Person specification and selection criteria**

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| --- | --- | --- | --- |
| Attributes | Essential | Desirable |  |
|  |  |  |  |
| Qualifications |  Qualified Teacher Status, Evidence of recent | 1st degree in |  |
| and training | professional development. | relevant area |  |
|  |  |  |  |
| Experience |  Current experience of teaching in a |  |  |
| and Skills | primary school | A subject specialism |  |
|  |  A working knowledge of strategies and |  |  |
|  | techniques for raising standards |  |  |
|  |  A thorough working knowledge of the |  |  |
|  | curriculum area and Curriculum |  |  |
|  | Requirements |  |  |
|  |  |  |  |
| Professional |  Active involvement in recent and relevant |  |  |
| Development | INSET/training |  |  |
|  |  |  |  |
| Data analysis |  Ability to analyse, interpret and act on data |  |  |
|  |  Experience of target setting |  |  |
| Improving |  An in depth knowledge of the range of |  |  |
| teaching and | teaching and learning strategies that most |  |  |
| learning | effectively contribute towards raising |  |  |
|  | achievement |  |  |
|  |  A proven track record of promoting good |  |  |
|  | behaviour and developing self-esteem in all |  |  |
|  | children in a diverse and inclusive classroom |  |  |
|  | and the ability to implement these strategies |  |  |
|  | effectively and consistently |  |  |
|  |  Recent and relevant experience of improving |  |  |
|  | outcomes for primary aged children in a |  |  |
|  | mainstream school setting with an excellent |  |  |
|  | working understanding of the National |  |  |
|  | Curriculum / Development matters. |  |  |
| Working with |  Ability to work effectively in multi-disciplinary |  |  |
| People | teams to share knowledge at an appropriate |  |  |
| level to a range of audiences, including senior |  |  |
|  |  |  |
|  | management. |  |  |
| Knowledge of |  An in-depth understanding of statutory | Experience of |  |
| education | requirements, assessment practices and | wider reading |  |
|  | recent developments in state primary provision |  |  |
|  |  |  |  |
| Key skills, qualities and attributes |  High expectations and a commitment to |  |  |
|  | raising standards of attainment, including for children from socially disadvantaged areas

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|  Commitment to equal opportunities and equal |
|  | value for students and colleagues |
|  Resilient, cheerful under pressure |
|  Innovative self-starter |
|  | Good organisational skills |
|  Adaptability to changing circumstances and |
|  | ideas |
|  Able to set high standards in actions |
|  Able to work independently |

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