

## PERSON SPECIFICATION

**Post Title:** Phase Leader (EYFS / KS1 / IKS2 / uKS2)  
**Salary Scale:** MPS/UPS + TLR 2b

**Evidence Codes**

**AF** – Application Form      **M** - Medical  
**JRT** – Job Related Task      **I** - Interview  
**D** - Documentation

Job Criteria				
	Essential	Source of Evidence	Desirable	Source of Evidence
<b>Experience</b>	<b>Be able to demonstrate experience in the following:</b>			
	Proven substantial and successful teaching experience in the primary age range, with substantial experience of teaching within the phase.	AF/I	Successful experience of leading a team	
	Leadership experience in the primary age range with evidence of effecting positive change within subject/phase.	AF/I	Successful participation in relevant CPD related to TLR	
	Raising pupil achievement across the whole ability range and in particular underachieving pupils, pupils with FSM, EAL and SEND	AF/I	Leading whole school professional development	
	Teaching SEND pupils, as well as having good practice in teaching pupils with English as an additional language	AF/I		

	Supporting leadership team in the strategic planning and organisation of the curriculum	AF/I	Effectively working with and involving school Governors	
	Proven and demonstrable excellence as a classroom teacher in more than one phase	AF/I	Leading effective staff meetings	AF/I
	Working effectively with other professionals/ agencies within and outside of the school setting	AF/I		
	Setting ambitious, challenging goals and targets for pupils and staff consistent with next phase.	AF/I		
	Experience of successfully working with parents and the wider community	AF/I		
<b>Qualifications</b>	BEd degree/PGCE/GTP or equivalent	D	NPQML or NPQSL qualification	D
	Qualified Teacher Status	D		
	Continuing professional development	D		
<b>Skills and Knowledge</b>	<b>Be able to demonstrate skills and knowledge in the following:</b>			
	Up to date knowledge and understanding of current educational issues and their potential impact on your phase	AF/I	Reflecting on own leadership and management and developing L&M expertise	
	Understanding of whole school processes (including the work of the Governing Body), the leadership and management of staff, children and resources and how this relates to the success of children's learning and achievement.	AF/I	Ability to support SLT in implementing and managing effective change	

	Advanced knowledge of the curriculum within the phase	AF/I		
	Knowledge of Safeguarding and Child Protection issues	AF/I		
	Demonstrate understanding of Inclusion in the context of the primary school	AF/I		
	Knowledge of effective strategies to include and meet the needs of all pupils with particular reference to TLR Phase	AF/I	Willingness to share expertise, skills and knowledge and ability to inspire and encourage others to follow suit	AF/I
	Ability to think strategically, supporting and effectively communicating the whole school vision across phase team	AF/I	Willingness and ability to run whole school CPD including PDMs and INSET	AF/I
	Ability to teach outstanding lessons	AF/I		
	Ability to analyse and assess pupil performance data accurately to inform action	AF/I		
	Ability to monitor and appraise the standards of teaching and learning in relation to Phase and set targets against which to measure progress	AF/I		
	Ability to investigate, resolve complex problems and make appropriate decisions in line with good educational practice	AF/I		
	Ability to plan and organise own work, working under pressure to effectively meet deadlines	AF/I		
	Ability to lead, inspire, motivate and manage teams, in achieving successful outcomes	AF/I		

	Highly effective communication and listening skills	AF/I		
	Effective team worker across phase and middle/senior leadership team	AF/I		
	Advanced ability to use Microsoft Office applications	AF/I		
<b>Other factors</b>	Willingness to contribute to the wider life of the school beyond the curriculum	I		
	High expectations of achievement and behaviour	AF/I		
	Fully supportive of the aims and ethos of a multi-cultural school	I		
	Commitment to building/maintaining credibility with, and engaging parents in order to encourage their close involvement in the education of their children within the phase team	I		
<b>Personal qualities</b>	A commitment to and ability to promote the school at all times as a lead professional	I		
	Demonstrates personal impact, passion and presence, as a credible, inspirational and supportive Phase Leader	I/JRT		
	Open and approachable with a positive outlook	I/JRT		
	Can demonstrate energy and enthusiasm	I/JRT		
	Conscientious and principled	I/JRT		

	Reliable with integrity	I/JRT		
	Determined and resilient	I		
	Able to seek advice and support when necessary	I		
	Committed to working as part of an effective Management Team	I		
	Commitment to leading pupils to be responsible for their own learning and behaviour	I/JRT		
<b>Job Circumstances</b>	Medical clearance subject to reasonable adjustments under the Equality Act 2010 (where appropriate)	M		
	Enhanced Disclosure and Barring Service (DBS) clearance	D		
	Demonstrable recent evidence of continuous professional development and competence	D		
<b>Equalities</b>	Understanding of and commitment to Inclusion and Equality in respect of pupils, governors, staff and the wider community	I		