

### Person Specification – Class Teacher & Literacy Lead

Criteria	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>UK-recognised qualified teacher status</li> <li>Degree or equivalent</li> <li>At least 4 years of classroom teaching experience</li> <li>A minimum of 2 years' experience in a formal or informal leadership role focused on improving student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Evidence or commitment to further professional development, e.g. NPQ's</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>Outstanding teaching practice over a sustained period of time, especially in relation to Literacy. Part of the interview process will involve a lesson observation.</li> <li>Effectively leading a significant aspect of whole school development, which has positively impacted on student achievement/attainment.</li> <li>Working effectively with middle and senior leaders.</li> <li>A clear vision and philosophy for an effective Literacy Curriculum.</li> <li>Supporting teaching colleagues and support staff to develop their own practice.</li> <li>Delivering effective training to colleagues.</li> <li>Teaching across the primary and or secondary age ranges.</li> <li>Knowledge and understanding of the National Curriculum</li> <li>Working in partnership with parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching at Key Stage 3 and 4.</li> <li>Understanding of a varied accreditation process in a SEN school. E.g: Asdan AQA unit awards, Entry Level, Functional skills, BTEC qualifications.</li> <li>Working knowledge of functional reading</li> <li>Experience of differentiating learning for students with severe and complex SEN needs</li> <li>Experience of setting individual education plans</li> <li>Experience of assessing students with SEN</li> <li>Experience of writing progress reports for students with SEN</li> <li>Experience and/or training in managing challenging behaviours</li> <li>Experience of working as part of a multi-disciplinary educational team</li> <li>Understanding of the new education inspection framework and toolkit</li> </ul>

<p><b>Skills and Abilities</b></p>	<ul style="list-style-type: none"> <li>• Set high expectations and standards.</li> <li>• Provide a good role model for students and staff.</li> <li>• Positively manage change in pursuit of strategic objectives.</li> <li>• Ensure Wembley Manor School is kept up to date with local or national strategies within Literacy.</li> <li>• Monitor and develop practice to ensure that agreed practice is in place.</li> <li>• Positively support individual teachers in improving Literacy provision / practice.</li> <li>• Provide opportunities for staff development and encourage staff to develop themselves.</li> <li>• Build, support and work as part of a team.</li> <li>• Motivate students and staff.</li> <li>• Work effectively in partnership with parents, governors and the wider community.</li> <li>• Work effectively with other schools to support school improvement and ensure excellent outcomes.</li> <li>• Analyse data effectively.</li> <li>• Excellent organisational Skills</li> <li>• An imaginative and creative approach to learning</li> </ul>	<ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• statutory National Curriculum requirements at the appropriate key stage.</li> <li>• The preparation and administration of public examinations.</li> <li>• The links between schools, especially partner schools.</li> <li>• The capacity to learn quickly</li> </ul>
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	<ul style="list-style-type: none"> <li>• A hardworking, dynamic, enthusiastic and flexible approach to tasks and problem solving</li> <li>• Ability to manage your workload and work under pressure</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Ability to develop strong, positive relationships and communicate effectively with staff, students and parents (verbally and in writing).</li> <li>• Ability to lead high quality training sessions with individual, groups and whole staff groups.</li> <li>• Self-confident with a collected professional manner</li> <li>• Supportive of the school's extra-curricular activities</li> <li>• A good record with regard to punctuality and attendance at work</li> <li>• A desire to continue the development of professional skills</li> <li>• Commitment to the ethos and practices of the school. Promote a positive image of the school</li> <li>• A commitment to equality and diversity</li> <li>• Respect for children and an interest in helping them develop both academically and as people</li> <li>• A caring nature and an understanding of the needs and feelings of children</li> </ul>	

***We will be encouraging the successful candidate to take part in a leadership development programme i.e. National Professional Qualification (NPQ) for Leading Teaching, NPQ Middle Leadership etc.***