

Person Specification – Year Group Lead



	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified to degree level</li> <li>• Qualified Teacher status</li> </ul>	Further professional qualifications
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Experience of working alongside and supporting colleagues effectively.</li> <li>• Data Driven Instruction: Experience of raising standards and increasing pupil progress through effective analysis and use of data.</li> <li>• Experience of taking an active interest in the life of the whole</li> <li>• Experience of proactively responding to feedback to improve practice</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> <li>• Experience of constructively contributing to the culture of the school beyond the classroom. <i>(There will be an expectation to take extra-curricular clubs)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continually improving the teaching and learning of their subject through coaching of staff</li> <li>• Experience of raising attainment in a leadership role</li> <li>• Evidence of the leading and teaching successfully in a relevant year group</li> <li>• Experience of monitoring and analysing data and work</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• <u>A</u>ssessment and standards and how to use assessment to inform teaching and raise standards</li> <li>• Clear understanding of what makes high quality teaching so that learning sticks.</li> <li>• Evidence-based effective teaching and learning of the Integrated curriculum in practise including the effective use of classroom environment and resources</li> <li>• The SEN Code of practice, inclusion and equal opportunities</li> <li>• Safeguarding</li> <li>• Educational process from EYFS to KS1</li> <li>• The expertise of the teaching of early reading and beyond phonics</li> <li>• Knowledge of RWINc</li> </ul>	<ul style="list-style-type: none"> <li>• If in a year group with Statutory Assessment willingness to acquire knowledge to ensure arrangements for statutory assessment procedures are fully complied with.</li> <li>• Subject knowledge in a core subject area</li> <li>• Knowledge of educational process at LS2</li> </ul>
We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them:		
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Vision aligned with HVP's high aspirations, high expectations of self and others</li> <li>• Effective team worker</li> <li>• High expectations for accountability and consistency</li> <li>• Genuine passion and a belief in the potential of every pupil</li> <li>• Relentless drive &amp; motivation to continually improve standards and achieve excellence</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner                             <ul style="list-style-type: none"> <li>○ Ability to demonstrate AfL</li> <li>○ Able to plan and teach well-structured lessons</li> <li>○ Understanding and use of instructional planning to be able to plan backwards to ensure strong lessons.</li> <li>○ Effective and systematic positive behaviour management</li> </ul> </li> <li>• Excellent communication skills both oral and written</li> </ul>	

	<p>with colleagues, stakeholders and parent/ carers.</p> <ul style="list-style-type: none"> <li>• Ability to show initiative and share ideas</li> <li>• Solution focused</li> <li>• Ability to positively inspire others</li> <li>• Demonstrates resilience, motivation and commitment to driving up standards of achievement</li> <li>• Commitment to regular and on-going professional development to establish strong classroom practice</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to ensure that everything is done to ensure that high academic and social outcomes for all pupils are the priority</li> <li>• Relentless drive to do whatever it takes to ensure all pupils succeed</li> <li>• Confidence to challenge poor performance and willingness to support and intervene</li> <li>• The courage and conviction to make a difference</li> <li>• Sustain energy, optimism and motivation in the face of pressure and setbacks</li> <li>• Stay calm in difficult situations and maintain clarity of vision</li> <li>• Be adaptable in the face of adversity</li> <li>• A positive commitment to inclusion and meeting needs of all pupils</li> <li>• Growth mindset</li> <li>• Self-driven continual professional development in evidence led instruction.</li> <li>• Enjoyment of teaching <ul style="list-style-type: none"> <li>○ Confidence to model. Demonstrate, coach and mentor colleagues in team.</li> </ul> </li> <li>• Flexibility and adaptability</li> <li>• Confidentiality and professionalism</li> <li>• Self-awareness of impact upon others</li> <li>• Sense of humour</li> <li>• A team player</li> <li>• Willingness to learn and seek help</li> <li>• Energy and commitment</li> <li>• Awareness of own strengths and areas for development</li> </ul>	

We understand that these are the highest of expectations. We are looking for teachers who have the potential and will aspire to fulfil these expectations. Further training, support, mentoring and guidance will be given to the right candidates.