
CHILTERN WAY ACADEMY TRUST
CURRICULUM LEAD - PRIMARY AND READING
PERSON SPECIFICATION

This person specification sets out the criteria against which applications for the post of Curriculum Lead - Primary and Reading will be assessed. Candidates should provide evidence in their application that they meet each of the essential criteria. Applicants who do not demonstrate the essential criteria will not normally be shortlisted.

Key: **E** Essential **D** Desirable

Assessed by: **A** Application **I** Interview **P** Presentation or task **R** References

QUALIFICATIONS AND TRAINING

Criteria	E / D	Assessed by
Qualified Teacher Status (QTS).	E	A
Degree or equivalent qualification.	E	A
Evidence of significant and sustained continuing professional development relevant to primary education, curriculum and leadership.	E	A, I
A relevant leadership qualification (for example NPQSL, NPQLT, NPQLPM or NPQLL), or a willingness to work towards one.	D	A
Accredited training in a validated systematic synthetic phonics programme.	D	A

EXPERIENCE

Criteria	E / D	Assessed by
Significant and demonstrable experience of providing effective leadership that has improved the quality of teaching, learning and outcomes, with clear evidence of the impact achieved.	E	A, I, P
A proven track record of leading, coaching, mentoring and developing teachers and front-line support staff to raise standards.	E	A, I, R
Substantial and recent teaching experience in the primary phase, with the credibility to be recognised as a primary specialist.	E	A, I
Specialist experience of leading the teaching of early reading, phonics and reading across the primary curriculum.	E	A, I
Experience of leading curriculum design, development and review in the primary phase, ensuring statutory requirements are met.	E	A, I
Experience of designing and delivering high quality INSET, CPD or training that has changed and embedded practice.	E	A, I, P
Experience of leading change and embedding a culture of continuous improvement.	E	A, I
Experience of working effectively across more than one school, or at trust, federation or wider system level.	D	A, I

Experience of developing or contributing to appraisal and performance management arrangements.	D	A, I
Experience of working in or alongside specialist provision for pupils with SEMH, ASC or SEND.	D	A, I

KNOWLEDGE AND UNDERSTANDING

Criteria	E / D	Assessed by
Expert knowledge of the primary National Curriculum, the DfE reading framework and statutory assessment requirements.	E	A, I
Secure understanding of systematic synthetic phonics and of effective approaches to early reading and reading for pleasure.	E	A, I
Up to date knowledge of national strategies and current, evidence-based research relating to coaching, curriculum and school improvement.	E	A, I
A clear understanding of what constitutes outstanding teaching, learning and assessment across the primary phase.	E	A, I
Understanding of effective approaches to professional development and adult learning.	E	A, I
Awareness of the needs of pupils with SEMH, ASC and SEND and the implications for curriculum and pedagogy.	D	A, I

SKILLS AND ABILITIES

Criteria	E / D	Assessed by
Ability to provide visible, credible leadership that motivates, challenges and develops staff.	E	A, I
Highly effective communication skills, with the ability to work across teams, avoid silos and build positive professional relationships.	E	A, I
Ability to coach and support staff at different stages of their careers.	E	I, P
Ability to analyse information, evaluate impact and use evidence to drive improvement.	E	A, I
Ability to plan strategically, prioritise and manage competing demands across a number of settings.	E	A, I
Ability to collaborate effectively with central teams, including HR and Finance.	E	A, I
Confident user of relevant IT to support communication, analysis and the delivery of CPD.	D	A, I

PERSONAL QUALITIES AND ATTRIBUTES

Criteria	E / D	Assessed by
A solution focused, dynamic and resilient approach.	E	I, R
Commitment to the Trust's continuous improvement ethos, values, mission and vision.	E	I

High expectations of self and others, with personal and professional integrity.	E	I, R
A genuine commitment to inclusion and to improving outcomes for vulnerable learners.	E	I
Approachable and collaborative, willing to model open communication and teamwork.	E	I, R
Willingness to travel across Trust sites as required by the role.	E	A, I

SAFEGUARDING AND ADDITIONAL REQUIREMENTS

Criteria	E / D	Assessed by
Commitment to safeguarding and promoting the welfare of children and young people.	E	A, I, R
Suitability to work with children, confirmed through an enhanced DBS check and satisfactory pre-employment checks.	E	A, I, R
Commitment to carrying out duties with reasonable care for the health and safety of self and others.	E	I

Chiltern Way Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced Disclosure and Barring Service check and all relevant pre-employment checks.