

**St Mary's CE High School**

**Lead Practitioner**

**Person Specification**

	<b>Professional Skills and Attributes</b>	<b>Essential/Desirable</b>
<b>Education and Training</b>	<ol style="list-style-type: none"> <li>1. Qualified Teacher Status (with DfES Number), including skills tests where required</li> <li>2. First/Second Class Degree</li> <li>3. Ability to meet the Teachers Standards commensurate with experience and salary</li> <li>4. High standards of literacy and numeracy</li> <li>5. Willingness to develop own expertise (evidenced through continuing professional development)</li> <li>6. Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people (e.g. coaching or Lead Practitioner qualification)</li> </ol>	<ol style="list-style-type: none"> <li>1. E</li> <li>2. E</li> <li>3. E</li> <li>4. E</li> <li>5. E</li> <li>6. D</li> </ol>
<b>Knowledge/ Experience</b>	<ol style="list-style-type: none"> <li>1. Knowledge of how to raise standards in subject and literacy and numeracy</li> <li>2. Successful teaching experience (in training/placements for NQTs) within at least two Key Stages</li> <li>3. Successful experience as a form tutor</li> <li>4. Successful experience of teaching classes that are being prepared for external accreditation ie Level 2/3</li> <li>5. Successful experience of involvement in a curriculum initiative</li> <li>6. Successful experience of raising standards of achievement</li> <li>7. Successful experience of having a positive impact on student outcomes</li> <li>8. Successful proven experience developing other teachers (e.g. as NQT mentor, or RQT coach)</li> </ol>	<ol style="list-style-type: none"> <li>1. E</li> <li>2. E</li> <li>3. E</li> <li>4. E</li> <li>5. E</li> <li>6. E</li> <li>7. E</li> <li>8. E</li> </ol>
<b>Skills, Knowledge &amp; Aptitudes</b>	<ol style="list-style-type: none"> <li>1. Potential to meet the Teachers Standards (and as appropriate Post Threshold Standards)</li> <li>2. Good subject knowledge</li> <li>3. Good classroom practitioner able to motivate and inspire students</li> </ol>	<ol style="list-style-type: none"> <li>1. E</li> <li>2. E</li> <li>3. E</li> </ol>

	<b>Professional Skills and Attributes</b>	<b>Essential/Desirable</b>
	4. Potential to develop outstanding practice in the classroom 5. Ability to build good relationships with students and colleagues 6. Ability to work with initiative, as an individual and as a team member 7. Ability to communicate effectively with different audiences, orally and in writing 8. Ability to accurately analyse a range of data and use to inform planning and target setting 9. Well organised and able to maintain excellent records 10. Knowledge of current educational and curricular issues 11. ICT skills and their application to teaching and learning within subject specialism 12. Ability to reflect on practice and act on advice to improve professional practice 13. Ability to reflect on, and develop, others' practice in a compassionate, supportive and impactful way	4. E 5. E 6. E 7. E 8. E 9. E 10. E 11. E 12. E 13. E
<b>Personal qualities</b>	1. In sympathy with the ethos of a Church of England school and willing to actively promote the Christian values of the school. 2. Hardworking and committed to inclusive education 3. A belief in the value of individuals and that every child and member of staff genuinely matters, can attain well and make at least good progress regardless of starting point(s) 4. Have a passion and enthusiasm for learning and specialist subject(s) 5. A commitment to excellence and working in partnership 6. A commitment to contributing to completion of professional duties and the work of teams 7. Commitment to continuing professional development 8. Capacity for working under pressure and prioritising tasks 9. Ability to model very high standards of professional practice and personal standards at all times 10. Excellent attendance and punctuality	1. E 2. E 3. E 4. E 5. E 6. E 7. E 8. E 9. E 10. E

The skills and attributes listed above will be assessed through the application form and supporting statement, the lesson observation and the interview.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to the safeguarding and promoting the welfare of children including:

- Motivation to work with adults, children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and situations
- Attitudes to the use of authority and maintaining discipline

If the candidate is short listed, any relevant issues arising from references will be taken up at interview.

January 2021