



## Person Specification – Phase Leader 2B

Criteria	Essential/ Desirable	How assessed
<b>QUALIFICATIONS</b>		
Qualified Teacher status	E	A
Evidence of continuing professional development	E	A
<b>EXPERIENCE</b>		
Recent, significant and successful experience as a teacher in the primary phase	E	A/I/R
Recent, significant and successful experience as a teacher in a multi-cultural, multi-lingual school	D	A/I/R
Has a proven track record in leading and developing a curriculum area	E	A/I
Have led a team (e.g. year group)	D	A/I
<b>KNOWLEDGE / UNDERSTANDING</b>		
Thorough knowledge of the primary curriculum from 4 – 11	E	A/I
Thorough knowledge and understanding of successful primary practice	E	A/I
Understanding of how to raise standards within a primary school	E	A/I
Knowledge of recent legislation and current educational developments	E	A/I
Has a clear knowledge and understanding of safeguarding & promoting the welfare of children and young people	E	A/I
Has a good understanding of the principles of race, gender and disability and equality of opportunity	E	A/I
Understands what constitutes good practice and support for bilingual learners	D	A/I
A very good working knowledge of ICT for teaching and administrative purposes	E	A/I
Has a thorough understanding of inclusion / personalization	E	A/I
Has an excellent understanding of assessment and AFL strategies	E	A/I

An understanding of role in ensuring health and safety	E	A/I
<b>LEADERSHIP AND MANAGEMENT</b>		
A highly motivated, energetic and enthusiastic team member and leader who is approachable and promotes positive relationships	E	A/I/R
Ability to communicate orally and in writing to a wide range of audiences	E	A/I
Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care	E	A/I/R
Can demonstrate an ability to monitor, evaluate and measure impact of teaching and learning across the school	E	A/I/R
Commitment to the development and maintenance of positive partnerships between the school, parents and the community	E	A/I/R
Has the ability to plan, deliver and organize high quality and effective INSET for all staff	E	A/I/R
Has the ability to work with colleagues to develop strategic plans for school improvement, set targets and monitor and evaluate progress towards them	E	A/I/R
<b>PERSONAL CHARACTERISTICS</b>		
Is enthusiastic in their approach to raising standards and developing the 'whole child'	E	A/I/R
A commitment to promoting the 'voice of the child' and valuing their contribution to the development of the school	E	A/I/R
A commitment to equality of opportunity and social inclusion	E	A/I/R
Creative, enthusiastic and proactive, keen to embrace change, new ideas and challenges	E	A/I/R
Can inspire trust and confidence in others	E	A/I/R
Well organised and able to manage time well	E	A/I/R

**Edinburgh Primary School is committed to safeguarding and promoting the welfare of the children and young people and expects all in the school community to share this commitment.**

A – Application

I – Interview

R - References