

### CHILDREN, ADULTS AND HEALTH

**PERSON SPECIFICATION**

**POST TITLE:** Literacy Lead – With Responsibility for Key Stage 2 (Mosaic Federation)

**GRADE:** MPS/UPS + TLR2B

**[A] TRAINING AND QUALIFICATIONS**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | Source  A- application  I - interview  R - references  P - presentation  T - task observation |
| Qualified teacher status |  |  | A |
| Degree |  |  | A |
| Higher degree |  |  | A |
| Post-entry curriculum or management qualification |  |  | A |
| Participation in a range of relevant in-service training within the last three years |  |  | ? |

**[B] EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable |  |
| Leadership experience at subject level |  |  | A |
| Successful leadership experience at whole school level |  |  | A |
| Substantive specific teaching experience in at least one of the following areas: Early Years Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 3 within the last 3 years |  |  | A,P,I |
| Experience of teaching in more than one Key Stage |  |  | A,P,I |
| Evidence of effective teaching experience in Year 6 or KS3 |  |  | A,P,I |
| Evidence of outstanding teaching and learning |  |  | A,P,I |
| Experience of teaching literacy to a high standard |  |  | A,PI |
| Experience of delivering school improvement planning and measuring impact. |  |  | A,P,I |

**[C] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the specific phase.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | Source |
| Pupils’ educational development |  |  | A, P, I |
| School leadership and management |  |  | A, P, I |
| Knowledge of curriculum and assessment, including subjects and cross curricular aspects in Early Years Foundation Stage, Key Stage 1 and Key Stage |  |  | A, P, I |
| Effective teaching and learning strategies |  |  | A, P, I |
| School improvement strategies |  |  | A, P, I |
| Local and national policies, priorities and statutory frameworks |  |  | P, I |
| Knowledge and understanding of teaching phonics and reading |  |  | A, P, I |
| Knowledge and understanding of progression in grammar and spelling |  |  | A,P,I |
| Strong ICT knowledge and understanding of ICT curriculum |  |  | A,{,I |

**[D] PERSONAL SKILLS AND ABILITIES**

Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable |  |
| Communication – effective verbal, written and listening skills |  |  | A, P, I |
| Outstanding interpersonal skills, including a good sense of humour |  |  | P, I |
| High levels of enthusiasm and motivation |  |  | P, I |
| ICT literate with an awareness of recent and relevant applications |  |  | A, P, I |
| Ability to motivate and enthuse others |  |  | ? |

**[E] OTHER REQUIREMENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Application forms should be completed in full |  |  | A |
| Personal statement should be clear and concise |  |  | A |
| Should address the criteria identified in the person specification |  |  | A |

**[F] CONFIDENTIAL REFERENCES AND REPORTS**

|  |  |
| --- | --- |
|  | Essential |
| Written reference(s) only |  |
| Confirming professional & personal knowledge, skills & abilities referred to above |  |
| Positive recommendation from current employer |  |
| Enhanced clearance from the Disclosure and Barring Service |  |