



# The Warriner Multi Academy Trust



## TLR Holder: Person Specification

The directors and LGBs are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service (DBS) check will be carried out for the successful candidate.

| Essential   | Desirable   | Evidence  |
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| <p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• First degree</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development</li> <li>• Teaching experience (including training practice) within the designated age range.</li> <li>• Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.</li> <li>• Knowledge of current legislation, guidance and developments relating to the specifics of the post.</li> <li>• Successful practice in accordance with the teaching standards</li> </ul> | <p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• Involvement in and organisation of wider school activities, including extra-curricular activities</li> <li>• Commitment to continuing professional development activities</li> </ul>  | <p>Application form<br/>Certificates<br/>References</p>   |
| <p><b>Leading and managing staff:</b></p> <ul style="list-style-type: none"> <li>• Involvement in the development and implementation of policy and practices</li> <li>• Understanding of the need for systematic school self-evaluation and knowledge of strategies for achieving this</li> <li>• Good people management skills</li> <li>• Ability to delegate and support others to achieve specific targets</li> <li>• Ability to lead staff in a variety of contexts and by example where appropriate</li> <li>• Ability to take difficult decisions and convey outcomes clearly and sensitively.</li> </ul>                               | <p><b>Leading and managing staff:</b></p> <ul style="list-style-type: none"> <li>• Good understanding of management and leadership issues</li> <li>• Understanding of effective performance management and professional development of staff</li> <li>• Successful experience in a leadership or management role, e.g. subject leader.</li> </ul> | <p>Application form<br/>Letter of application<br/>References<br/>Interview</p>                        |
| <p><b>Strategic direction and development:</b></p> <ul style="list-style-type: none"> <li>• Understanding of the key principles of development planning.</li> <li>• Successful experience of implementing and managing change</li> <li>• Sound understanding of financial planning</li> </ul>   | <p><b>Strategic direction and development:</b></p> <ul style="list-style-type: none"> <li>• Experience of school improvement</li> </ul>   |   |
| <p><b>Sets high expectations and inspires, motivates and challenges all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>   |   | <p>Application form<br/>Letter of application<br/>References<br/>Interview<br/>Lesson observation</p> |
| <p><b>Promotes good progress and outcomes by pupils by:</b></p> <ul style="list-style-type: none"> <li>• Being accountable for pupils' attainment, progress and outcomes.</li> </ul>  |   | <p>Application form<br/>Letter of application</p>   |

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| <ul style="list-style-type: none"> <li>• Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding pupils to reflect on the progress they have made and their emerging needs.</li> <li>• Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.</li> <li>• Encouraging pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>   |  | References<br>Interviews<br>Lesson observation  |
| <p><b>Demonstrates good subject and curriculum knowledge by:</b></p> <ul style="list-style-type: none"> <li>• Having a secure knowledge of the relevant subject(s) / age range and curriculum areas, fostering and maintaining pupils' interest and addressing misunderstandings.</li> <li>• Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</li> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism.</li> <li>• If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics.</li> <li>• If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.</li> </ul>  |  | Application form<br>Letter of application<br>References<br>Interviews<br>Lesson observation |
| <p><b>Plan and teach well-structured lessons by:</b></p> <ul style="list-style-type: none"> <li>• Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>• Promoting a love of learning and children's intellectual curiosity.</li> <li>• Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</li> <li>• Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> <li>• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>   |  | Application form<br>Letter of application<br>References<br>Interviews<br>Lesson observation |
| <p><b>Adapt teaching to respond to the strengths and needs of all pupils by:</b></p> <ul style="list-style-type: none"> <li>• Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</li> <li>• Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</li> <li>• Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</li> <li>• Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul> |  | Application form<br>Letter of application<br>References<br>Interviews<br>Lesson observation |
| <p><b>Make accurate and productive use of assessment by:</b></p>  |  | Application form<br>Letter of application   |

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| <ul style="list-style-type: none"> <li>• Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</li> <li>• Making use of formative and summative assessment to secure pupils' progress.</li> <li>• Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>• Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</li> </ul>   |  | References<br>Interviews  |
| <p><b>Manage behaviour effectively to ensure a good and safe learning environment by:</b></p> <ul style="list-style-type: none"> <li>• Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</li> <li>• Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> <li>• Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</li> <li>• Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</li> </ul> |  | Application form<br>Letter of application<br>References<br>Interviews<br>Lesson observation |
| <p><b>Fulfil wider professional responsibilities by:</b></p> <ul style="list-style-type: none"> <li>• Making a positive contribution to the wider life and ethos of the school.</li> <li>• Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively.</li> <li>• Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> <li>• Communicating effectively with parents with regard to pupils' achievements and well-being.</li> </ul>  | <p><b>Fulfil wider professional responsibilities by:</b></p> <ul style="list-style-type: none"> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</li> </ul> | Application form<br>Letter of application<br>References<br>Interviews                       |

*All schools within the Warriner Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including an enhanced DBS check and satisfactory references. Please be aware that, we may carry out an online search, on shortlisted candidates only, in line with Keeping Children Safe in Education in order identify any incidents or concerns which are publicly available online. The Warriner Multi Academy Trust is an equal opportunities employer. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act (1974).*