



Person Specification

Early Excellence Unit Lead Teacher

Excellence through cultivating character, sharing talents and pursuing innovation

A Person Specification defines the required professional qualifications, knowledge, skills and qualities of the teachers sought by the Academies for Character and Excellence in the recruitment and selection process

All members of the team employed by the Academies for Character and Excellence support and promote the Trusts mission and vision and promotes character education which is a values led approach. Our Trust values and ethos enable us to fulfil our mission of transformation through making a positive difference to ourselves, others and the world around us.

| | ESSENTIAL | DESIRABLE |
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| QUALIFICATIONS Evidenced in: <ul style="list-style-type: none"> • application form | <ul style="list-style-type: none"> • Qualified Teacher Status • Bed/BA(Hons) or Degree + PGCE | <ul style="list-style-type: none"> • Further evidence of continued professional development |
| EXPERIENCE Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview/assessment • Lesson observation • Reference | <ul style="list-style-type: none"> • Proven ability as an outstanding teacher in EYFS/KS1 • Working effectively in a team • Understanding of and the ability to apply a range of appropriate assessment techniques • Experience of working effectively with parents and the community • Have had leadership experience | <ul style="list-style-type: none"> • Setting up a wrap around 52-week nursery provision • Being part of a Senior Leadership Team |
| PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND SKILLS Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview/assessment • Reference • Lesson observation | <ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies specifically in Early Years • Experience of delivering high-quality phonics teaching and developing early reading skills • Ability to personalise learning to provide opportunities for all learners to achieve their potential • Achieving and sustaining high standards • Effective organisational skills • Ability to work well with parents, carers and the local community • Knowledge and understanding of the principles behind Safeguarding, Equal Opportunities and Inclusion policies • Knowledge and understanding of the Code of Practice for SEND and its application in schools • Evidence of a commitment to continuing professional development • Willingness to participate in professional learning | <ul style="list-style-type: none"> • How the learning environment supports high standards • Character Education • Strengths in Numeracy and writing • Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment. |

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| SPECIFIC KNOWLEDGE, UNDERSTANDING AND SKILLS Evidenced in: <ul style="list-style-type: none"> • Letter of application • Lesson observation • Interview/assessment • Reference | <ul style="list-style-type: none"> • A proven record of using a positive approach to promote learning and excellent behaviour • Confident and competent user of ICT • Creative approach to learning and teaching • Experience of teaching and planning in a cross curricular way • Contribute to the design and provision of an engaging Early Years curriculum within the relevant subject area(s) • Make use of formative and summative assessments to secure pupils' progress • Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape | <ul style="list-style-type: none"> • Have a secure knowledge and understanding of your subjects / curriculum areas |
| CURRICULUM Evidenced in: <ul style="list-style-type: none"> • Letter of application • Lesson observation • Reference | <ul style="list-style-type: none"> • Know and understand the relevant statutory and non- statutory frameworks including those provided through the National Curriculum • Create a broad and balanced curriculum, which inspires and ignites the passion for learning • Seek innovative approaches to learning and teaching | <ul style="list-style-type: none"> • Involved in planning or teaching creative / theme weeks |
| PROFESSIONAL VALUES Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview/assessment • Reference • Lesson observation | <ul style="list-style-type: none"> • High expectations of everyone • Commitment to learning and teaching from firsthand, practical learning experiences • Able to teach challenging, well organised lessons and sequences of lessons • Commitment to the personal welfare and safeguarding of children • A commitment to the vision and ethos of the school • Take responsibility for improving teaching through appropriate professional development, responding to feedback and advice from colleagues • A willingness to work throughout the school and the Trust. | <ul style="list-style-type: none"> • Support for an enriched curriculum through after school clubs and educational visits • Has experience of making a positive contribution to the wider life and ethos of the school • Experience of a spiritual curriculum |
| PERSONAL QUALITIES Evidenced in: <ul style="list-style-type: none"> • Letter of application • Interview • Reference • Lesson observation | <ul style="list-style-type: none"> • Ability to work cooperatively within a team • Display warmth, care and sensitivity in dealing with children and parents • Self-evaluative and adaptable to changing circumstances and new ideas • Able to enthuse and reflect upon experience • Willingness to be involved in the wider life of the school • Ability to prioritise and manage time well • Excellent interpersonal/communication skills • Openness, sense of humour, energy and enthusiasm and an ability to inspire confidence • Positive attitude, understanding and respect towards parents, pupils, staff, governors, directors and the wider community | <ul style="list-style-type: none"> • Brings personal interests and enthusiasm to the school community |