

PERSON SPECIFICATION – Key Stage Co-ordinator

Source: A = Application form C = Certificates I = Interview R = References

	Essential	Desirable	Source
Qualifications			
Qualified Teacher Status	■		A, C
Degree	■		A, C
Further Professional Qualifications		■	A, C
Professional Development			
Evidence of recent professional development		■	A, I
School Leadership and Management Experience			
Have implemented and developed a whole school initiative		■	A, I
Experience of and the ability to contribute to staff development (e.g. coaching, mentoring, CPD for staff)		■	A, I
Experience of working within a wider network		■	A
Experience and knowledge of teaching			
Experience of teaching in a similar school in similar circumstances/serving a similar community		■	A, I
Knowledge and understanding of KS3 and KS4	■		A, I
Knowledge and understanding of KS5	■		A, I
Ability to exemplify how the needs of all students have been met through high quality teaching	■		A, I
Professional Attributes			
Able to demonstrate an understanding, awareness and empathy for the needs of the students at this school and how these could be met		■	A, I
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	■		A, I
Excellent written and oral communication skills (which will be assessed at all stages of the process)	■		A, I
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice	■		A, I
Show a good commitment to sustained attendance at work	■		R

	Essential	Desirable	Source
Professional Skills			
<i>Applicants must be able to demonstrate that they meet the Teachers' Standards (England) which are set out in detail in the current School Teachers' Pay and Conditions document.</i>			
<i>The Key Stage Coordinator must be exemplary and able to:</i>			
• Set high expectations which inspire, motivate and challenge students	■		A, I, R
• Have an excellent understanding of SEND policies and procedures		■	A, I, R
• Promote good progress and outcomes by students	■		A, I, R
• Demonstrate good subject and curriculum knowledge	■		I, R
• Plan and teach well-structured lessons	■		I, R
• Adapt teaching to respond to the strengths and needs of all students	■		I, R
• Have an astute understanding of data	■		A, I
• Translate data so it is understood by all	■		A, I
• Make accurate and productive use of assessment	■		A, I, R
• Manage behaviour effectively	■		A, I, R
• Fulfil wider professional responsibilities		■	A, R
Personal Qualities			
Promote the school's strong educational philosophy and values	■		A, I
Inspire, challenge and motivate and empower teams and individuals to achieve high goals	■		A, I
Inspire trust in the school community	■		A,I,R
Communicate clearly and effectively both orally and in writing	■		A, I
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	■		A, I
Build and maintain quality relationships through interpersonal skills and effective communication	■		A, I
Demonstrate personal and professional integrity, including modelling values and vision	■		A, I, R
Manage and resolve conflict appropriately	■		A, I, R
Prioritise, plan and organise yourself and others well	■		A,I
Think analytically and creatively and demonstrate initiative in solving problems	■		A,I
Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others	■		A,I
Demonstrate a capacity for sustained hard work	■		I