Howley Grange Primary School Early Literacy Leader and Class Teacher Person Specification	
Training & Qualifications • Qualified teacher status • Evidence of successful teaching experience in EYFS and/or Key Stage 1 • Evidence of continuing and recent professional development relevant to the post • Relevant leadership training. • Specialist training in phonics, early reading or literacy development.	Essential Essential Essential Desirable Desirable
Knowledge & Understanding • Understanding of equality of opportunity issues and how they can be effectively addressed in schools • Knowledge and understanding of current theory and best practice in teaching and learning, particularly in relation to raising achievement and attainment. • Understanding of a diverse range of teaching and learning styles and techniques • Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards • Good understanding of effective procedures for managing and promoting positive behaviour among pupils • Good understanding of the role of parents and the community in school improvement and how this can be practised and developed • Clear understanding of data analysis and the important impact this can have on achievement and attainment • Strong understanding of the teaching of early reading, phonics, language development and early writing. • Secure knowledge of the systematic synthetic phonics programme used within the school. • Understanding of current educational research and evidence-informed approaches to early literacy development. • Knowledge of assessment, tracking and intervention strategies to accelerate pupil progress. • Understanding of the needs of disadvantaged pupils and those with SEND in relation to literacy development.	Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential
Experience • Demonstrable impact on improving outcomes in reading, writing, language and communication. • Experience of monitoring teaching and learning and using assessment information to drive improvement. • Experience of supporting, coaching or mentoring colleagues. • Experience of planning and delivering high-quality professional development.	Essential Essential Essential Essential

• Experience of working closely with parents and carers to support children's literacy development. • Experience of leading a subject area. • Experience of leading whole-school improvement initiatives. • Experience of conducting lesson observations, learning walks and work scrutiny activities. • Experience of supporting the implementation of a systematic synthetic phonics programme.	Essential Essential Desirable Desirable Desirable
• **Characteristics and Competency** • Ability to analyse literacy data and identify priorities for improvement. • Ability to monitor and evaluate the quality of early literacy provision across the school. • Ability to support, challenge and develop colleagues to improve classroom practice. • Ability to contribute strategically to whole-school improvement. • Commitment to ensuring all children become confident and successful readers. • Ability to promote the school's aims positively • A commitment to developing a rich language and reading culture that enables all children to achieve their very best, fostering confidence, curiosity and a lifelong love of learning • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to establish and develop close relationships with parents and our school community • Ability to communicate effectively, both when speaking and writing, to a variety of audiences • Ability to create a happy, challenging and effective learning environment • Enthusiasm, determination and drive to inspire others to achieve high standards • A solution-focused mindset. • A personable nature to build effective relationships with parents and all members of the school community • A lively, creative and good-humoured approach to all aspects of teaching • Commitment to promoting and enhancing the school's positive culture and ethos. • Commitment to inclusion and removing barriers to learning.	 Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential
In their supporting statement, applicants should address each of the selection criteria and provide clear examples demonstrating their experience, skills and impact in relation to the role.	