

Person Specification: Pathway Lead at Columbia Grange School

Area	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further study/qualifications</li> <li>• Evidence of further qualifications particularly linked to SEND</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Outstanding classroom practitioner.</li> <li>• Experience of working with pupils who have SEND.</li> <li>• Experience of working successfully and cooperatively as part of a team within a primary school or special school.</li> <li>• Experience of developing and motivating staff.</li> <li>• Demonstrate success in raising standards and meeting challenging targets.</li> <li>• Experience of strategic development to raise pupil standards.</li> <li>• Experience and evidence of improving teaching and learning.</li> <li>• Have experience of safeguarding and child protection issues and how to implement them.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in more than one key stage or pathway.</li> <li>• Experience of developing a curriculum area, phase or pathway.</li> <li>• Experience and evidence of improving teaching and learning beyond own classroom.</li> <li>• Evidence of recent CPD, in relation to curriculum, SEND, leadership and management.</li> <li>• Have contributed to and have evidence of impact on the professional development of colleagues.</li> <li>• Have experience of teaching systematic, synthetic phonics.</li> </ul>
<b>Skills, Knowledge and Aptitude</b>	<ul style="list-style-type: none"> <li>• Have excellent inter-personal skills and an approachable style of leadership.</li> <li>• Excellent oral and written skills with the ability to communicate effectively in a variety of situations and with all stakeholders.</li> <li>• Excellent, positive behaviour management.</li> <li>• Good organisational skills, able work under pressure, prioritise and meet tight deadlines.</li> <li>• Have a clear understanding of primary age children, including those with additional and complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work effectively with other schools and agencies.</li> <li>• Able to set appropriate targets for the improvement of school performance.</li> <li>• Develop a clear vision for the pathway, in line with school ethos, and inspire others to be motivated to share this vision.</li> <li>• Have an understanding of strategies and approaches to teaching pupils with SEND.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of how to support staff to improve the quality of teaching and learning.</li> <li>• Ability to build on current achievements and raise standards further.</li> <li>• Able to analyse and use data to identify targets for individuals and groups to secure improved outcomes.</li> <li>• Ability to support and motivate colleagues – leading by example.</li> <li>• Knowledge of assessment processes for pupils with SEND.</li> <li>• Knowledge of the SEND Code of Practice and the annual review process.</li> </ul>	
<p><b>Additional Factors</b></p>	<ul style="list-style-type: none"> <li>• Ability to build and sustain effective working relationships and partnerships with children, staff, parents/carers, governors and the wider community.</li> <li>• A readiness to work in partnership with other schools, key agencies and organisations.</li> <li>• High personal standards of integrity and probity, adhering to the Trust’s code of conduct.</li> <li>• A sense of humour and fun, even under pressure.</li> <li>• Self-confidence, allied with the ability to listen to and take advice from others.</li> <li>• Have a clear educational philosophy, with the ability to translate it into practice.</li> <li>• Resilience.</li> <li>• Flexible - to meet the demanding nature of this role, with the ability to reflect and change.</li> <li>• Committed to continuous personal and professional development.</li> <li>• Engage in school’s extracurricular activities (e.g., clubs, visits, school fayres etc)</li> </ul>	