



## Personal Specification – Transition Leader

	Essential	Desirable
<b>Qualifications / Education and Training</b>	<p>An undergraduate degree in a core subject or primary education.</p> <p>Qualified teacher status (QTS).</p>	<p>Post graduate SEND courses.</p> <p>Other relevant qualifications.</p>
<b>Relevant Experience</b>	<p>Has experience teaching at KS2 or KS3, including relevant qualifications.</p> <p>Has experience of working with vulnerable children.</p> <p>Is committed to teamwork.</p> <p>Consistently outstanding teaching and learning of pupils with a wide range of SEND.</p> <p>Consistently achieving outstanding pupil outcomes.</p> <p>Experience of effective behaviour management.</p> <p>Experience of using technology to raise standards in own classroom.</p>	<p>Experience of leading a whole school area of responsibility, ideally linked to transition.</p> <p>Experience of teaching a range of subjects.</p> <p>Experience of cross-curricular activities.</p> <p>Has worked with various support agencies.</p> <p>Has delivered high quality INSET.</p> <p>Experience supporting and leading others quality teaching and learning.</p> <p>Experience of writing EHCPs and hosting Annual Reviews.</p> <p>Experience of using remote learning platforms.</p>
<b>Professional Knowledge and Skills</b>	<p>Ability to plan and deliver multi-sensory teaching and learning in a variety of subjects.</p> <p>Ability to plan, deliver and differentiate lessons to encourage active and independent learners.</p> <p>Inspirational and innovative use of technology.</p> <p>Able to adapt to new systems which track and analyse pupil attainment.</p> <p>Demonstrate the ability to support, motivate and inspire both colleagues and pupils by leading through example.</p> <p>Evidence of sustained effective performance management.</p> <p>The ability to lead, build and sustain partnerships with parents, other schools, the local authority and local community etc.</p>	<p>Is abreast of any subject developments and changes to the curriculum.</p> <p>Is abreast of national changes in assessment.</p> <p>Is able to teach Dyslexia Friendly lessons.</p> <p>Is able to use a range of SLCN strategies to enhance teaching and learning.</p> <p>Has contributed to the development and delivery of effective and inspirational professional development for staff.</p>
<b>Commitment</b>	<p>Demonstrate a commitment to:</p> <ol style="list-style-type: none"> <li>equalities</li> <li>promoting the school's vision and ethos</li> <li>a high quality, stimulating learning environment</li> </ol>	

	<ul style="list-style-type: none"> <li>d. relating positively to and showing respect for all members of the school and wider community</li> <li>e. ongoing relevant professional self-development</li> <li>f. safeguarding and child protection</li> </ul>	
<b>Personal Characteristics and Skills</b>	<p>Excellent interpersonal skills.</p> <p>Passionate user of technology.</p> <p>Has a record of appropriate CPD.</p> <p>Values and respects individuals irrespective of gender, race, sexual orientation etc.</p> <p>High expectations of achievement, attainment and behaviour.</p> <p>Commitment to extra-curricular activity.</p> <p>Positive role model.</p> <p>Excellent punctuality and health record.</p> <p>A good sense of humour.</p>	<p>Has organised and delivered extra-curricular activities and supported others to do so.</p> <p>The ability to motivate a team in a named area of whole school responsibility e.g. Transition</p>