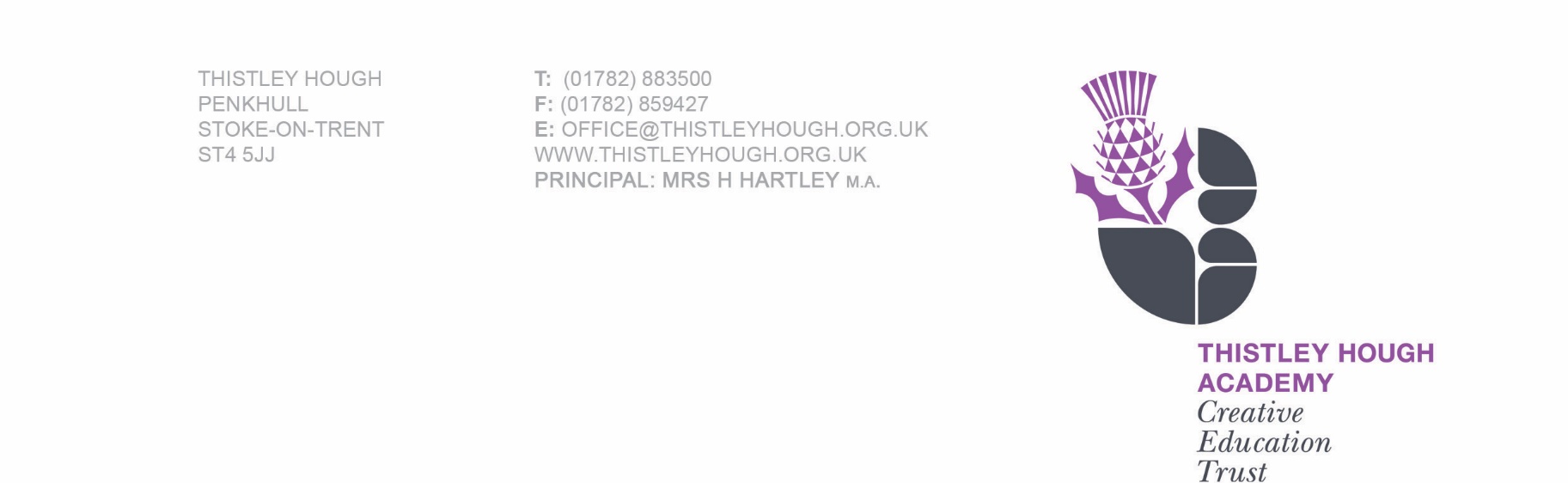


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| Director of Science |
| Person Specification |
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**Detailed Person Specification**

All Candidates will be assessed against the following criteria:

1. **Qualifications, Experience and Professional Development:**

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| --- | --- | --- |
|  | Essential  (E)  Desirable  (D) | Application (A)  Interview  (I)  Reference  (R) |
| * Qualified Teacher Status | E | A |
| * Degree | E | A |
| * Educated to Masters level | D | A |
| Leadership and Management Experience:   * Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level. * Demonstrated the ability to work strategically and successfully at a middle leadership level. * Working successfully with other education partners and providers. | E  E  D | A/I/R  A/I/R  A/I/R |
| Teaching Experience   * Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context. * Substantial experience of teaching pupils at Key Stage 3 & 4. * Experience of teaching in more than one school. | E  E  D | A/R  A  A |

1. **Professional Experience, Knowledge and Understanding:**

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| --- | --- | --- |
| Shaping the Future   * Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision. * Experience of developing and sustaining a learning culture that has the needs of pupils at its core, including high expectations and standards of achievement. | E  E | A/I/R  A/I/R |
| Leading Teaching and Learning   * Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance. * Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being. | E  E | A/I/R  A/I/R |

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| --- | --- | --- |
| Developing Self and Working with Others   * Understands the significance of interpersonal relationships and strategies for promoting individual and team development. * Knows how to promote an open, fair and equitable culture. * Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. | E  E  E | I/R  I/R  I/R |

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| --- | --- | --- |
| Managing the organisation   * Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. * Understands how to establish and sustain effective organisational structures, systems, policy and practice. * Knowledge of and commitment to the implementation of the safeguarding agenda. | D  E  E | A/I/R  I/R  I/R |

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| --- | --- | --- |
| Securing Accountability   * Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. * Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance * Experience of holding individuals, teams and whole school to account for pupil learning outcomes. | E  E  E | I/R  I/R  A/I/R |
| Strengthening Community   * Understands the importance of listening to, reflecting and acting on community feedback. * Experience of strategies that encourage parents and carers to support their children’s learning. * Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils. | E  D  D | I/R  A/I/R  A/I/R |

1. **Personal Skills and Attributes**

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| --- | --- | --- |
| Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales. | E | I/R |
| Inspire, challenge, motivate and empower teams and individuals to achieve high goals | E | I/R |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | E | I/R |
| Demonstrate personal and professional integrity, including modelling values and vision | E | I/R |
| Prioritise, plan and organise themselves and others | E | I/R |
| Think analytically and creatively and demonstrate initiative in solving problems | E | I/R |
| Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others | E | I/R |
| Demonstrate a capacity for sustained hard work with energy and vigour | E | I/R |
| Demonstrate resilience and optimism | E | I/R |

1. Confidential References and Reports

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| --- | --- |
| Strong recommendation from all referees, including current employer | E |
| Satisfactory health and attendance record | E |