Measurements: A=Application, I= Interview, R=Reference, T=Task

**Training and Qualifications**

|  |  |  |
| --- | --- | --- |
| First degree or equivalent. | A | E |
| DfE recognised qualified teacher status/Qualified Teacher Learning and Skills. | A | E |
| Evidence of participation in recent relevant Continuing Professional Development relevant to a middle leadership post. | A | D |

**Experience**

|  |  |  |
| --- | --- | --- |
| Proven track record of improving outcomes as a classroom teacher. | A | E |
| Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement | A,I | E |
| Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. | A,I | E |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards. | A,I | E |
| Experience of analysing and interpreting assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes.  | A,I,T | E |
| Evidence of managing teams and leading progress. | A,I | D |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs. | A,I | E |
| Successful development of colleagues | A,I | D |
| Experience of quality assurance activities. | A,I | D |
| Experience of effectively working with others including other schools/ Teaching Schools. | A,I | D |

**Knowledge**

|  |  |  |
| --- | --- | --- |
| A clear understanding of what makes Olive Multi- Academy Trust different | A,I | E |
| Knowledge of one or more subjects in detail. | A,I | D |
| Knowledge of whole school quality assurance and accountability | A,I | E |
| An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD. | A,T,I | D |
| Up-to-date knowledge of specialised curriculum for young people with SEMH. | A,T,I  | D |
| An understanding of disadvantage and difficult settings. | A,T,I | E |
| Strong analytical, strategic, interpersonal and thinking skills | A,T,I  | E |
| Coaching and mentoring systems | A,I | D |

**Skills and Abilities**

|  |  |  |
| --- | --- | --- |
| A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning across the Academy. | A,I,R | E |
| Ability to teach up to GCSE level in a specialism . | A,I,T | E |
| Ability to teach up to GCSE level in more than one specialism. | A,I | D |
| An understanding of expeditionary learning. | A,I | E |
| Evidence of recent and up to date research. | A,I | D |
| Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups | A,I,T,R | E |
| Ability to lead and manage people | A,I,R | E |
| Ability to self-evaluate | A, I,R | E |

**Personal Aptitudes**

|  |  |  |
| --- | --- | --- |
| Personal and professional resilience in the face of challenging situations. | A,I,R | E |
| Strong personal motivation and drive.  | I,R | E |
| Self-motivated, productive, diligent and thorough. | A, I,R | E |
| Commitment to an open, collaborative style of management. | I | E |
| Desire to fill the role of lead professional in developing classroom practice. | I,R | E |
| Concern for the development of colleagues and members of the wider school community. | I | E |
| Commitment to own personal and professional development and that of all staff. | A,I | E |
| Convinced of the transformative nature of excellent education. | A,T,I | E |
| Empathy with the needs of children. | A,T,I | E |
| Commitment to the safeguarding of vulnerable young people. | I | E |
| A personal commitment to promoting inclusion, diversity and access. | A,I | E |
| Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, external agencies and the wider school community. | A,I | E |
| A commitment to the vision, values, aims and objectives of the Olive Academies Trust. | A,I | E |