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| **Person Specification: Deputy Director of Learning** | | | | |  |
|  |  |  |  |  |  |
| **Qualifications** |  |  |  |  |  |
|  |  |  |  | **Essential** | **Desirable** |
| Qualified to degree level or above | | | | √ |  |
| Possesses QTS status or equivalent | | | | √ |  |
|  |  |  |  |  |  |
| **Experience** |  |  |  |  |  |
|  |  |  |  | **Essential** | **Desirable** |
| Experience of leading an element of a subject (e.g. a particular key stage) or an entire subject | | | |  | √ |
| Evidence of successful practice as a subject leader and/or teacher in a secondary school | | | | √ |  |
| Experience of continually improving teaching practice to increase student achievement and progress | | | | √ |  |
| Effective use of self-evaluation and data analysis in order to facilitate improvement | | | |  | √ |
| Evidence of continually improving the teaching and learning of their subject. | | | | √ |  |
| Evidence of the ability to plan a curriculum and develop appropriate schemes of learning which match pupils needs. | | | | √ |  |
| Evidence of involvement in extracurricular activity. | | | |  | √ |
|  |  |  |  |  |  |
| **Leadership** |  |  |  |  |  |
|  |  |  |  | **Essential** | **Desirable** |
| An ability to lead by example | | | |  | √ |
| Effective team worker and leader | | | | √ |  |
| Establishes a ‘learning culture’ | | | | √ |  |
| Understands the need for collegiality in a school environment | | | | √ |  |
| Holds people to account and ensures consistently good practice. | | | |  | √ |
| A commitment to the vision and values of Lyng Hall School. | | | | √ |  |
| Ensures a positive, evolving culture. | | | | √ |  |
| Motivation to continually improve standards and inspire excellence | | | | √ |  |
| Possesses empathy and the ability to communicate well. | | | | √ |  |
| Can motivate, inspire and influence students and staff. | | | | √ |  |
| Develops plans with appropriate SMART objectives | | | |  | √ |
| Anticipates and pro-actively plans for change | | | | √ |  |
| Commitment to the safeguarding and welfare of all students | | | | √ |  |
|  |  |  |  |  |  |

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| **Teaching and Learning** | |  |  |  |  |
|  |  |  |  | **Essential** | **Desirable** |
| Effective and adaptable ICT skills | | | | √ |  |
| Numerate so that data analysis can be facilitated | | | | √ |  |
| Effective communication skills | | | | √ |  |
| Possesses energy, enthusiasm, resilience and perseverance | | | | √ |  |
| A commitment to educational research in order to facilitate learning | | | |  | √ |
| Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice | | | | √ |  |
| Understands the difference between good and outstanding classroom practice | | | | √ |  |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards | | | | √ |  |
| Thinks strategically about classroom practice and tailoring lessons to students needs | | | |  | √ |
| Understands and interprets complex student data to drive lesson planning, achievement and progress | | | |  | √ |
| Excellent planning and organisational skills | | | | √ |  |
| The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose | | | |  | √ |