**Person Specification – Head of Humanities with GCSE History Specialism**

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*Key: A.F. = Application Form; I = Interview, R = References*

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| **CRITERIA** | **ESSENTIAL** | **M.O.A** | **Criteria Met** |
| **EDUCATION/** **QUALIFICATIONS** NB Full regard must be paid to overseas qualifications | Qualified teacher status and able to teach at KS3 and KS4  Degree or equivalent  History specialist | AF/I  AF/I  AF/I |  |
| **KNOWLEDGE** | Excellent subject knowledge  Excellent knowledge of classroom skills, Teacher Standards, secondary curriculum and developments, and contemporary pedagogy  Understands how to ensure effective student learning through challenging, high quality and exciting teaching  Understands the potential of student voice and parental engagement  Is a competent user of ICT and understands its role in enhancing teaching and learning  Understands the positive role of Appraisal within their own professional development | AF/I  AF/I/R  AF/I/R  AF/I  AF/I  AF/I |  |
| **EXPERIENCE**  *(Relevant work and other experience)* | Is an outstanding classroom practitioner  Has a proven track record of raising and maintaining high educational standards  Has a proven successful experience of curriculum and delivery  Participated in a range of CPD  Proven track record of involvement in quality assurance process, monitoring and evaluating “typicality” in the classroom  Experience of provisioning support, advice, coaching and guidance to colleagues to improve teaching practice of others  Experience of leading in the performance management of others that is both rigorous and supportive  Experience of middle leadership and management of staff  Able to lead and support colleagues to work under pressure and meet deadlines   |  | | --- | |  | | AF/I/R  AF/I/R  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I/R  AF/I |  |
| **SKILLS AND ABILITIES**  *(e.g. Written communication skills, dealing with the public)* | Excellent level of interpersonal skills and developed communication skills (written and speaking)  Well organised and able to prioritise and delegate as  necessary  Able to demonstrate, share and celebrate best practice teaching and learning to a range of audiences  Ability to create a learning environment that values all students equally and enables all to achieve  To provide opportunities for students to develop awareness of cross-curricular themes and key skills  Able to ensure Literacy, Numeracy are integral to students’ learning  Ability to work under pressure and meet competing deadlines  Knowledge of the curriculum and any current issues in education  Ability to work in a pastoral team as a form tutor  Good understanding and competence in ICT  Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self control and independence whilst managing students’ behaviour constructively  Work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate  Willingness to be involved in the extra curricular programme within the faculty  Committed to raising standards in the school  High level of self-motivation and energy and enthusiasm for the education of young people | AF/I/R  AF/I/R  AF/I/R  AF/I  AF/I  AF/I  AF/I/R  AF/I  AF/I  AF  AF/I/R  AF/I/R  I  I  AF/I |  |
| **TRAINING** | Willingness to undertake appropriate training  Willingness to deliver appropriate training within the school training plan | AF/I  AF/I |  |
| **QUALITIES** | Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment and culture  Strives constantly to better themselves as a professional  A clearly articulated educational philosophy  Commitment to the ethos and aims of the school, to equal opportunities and inclusion  High expectations and a commitment to high standards  Willingness to take responsibility and to display initiative  Adaptability and openness to change  Reliability and integrity  Be approachable, motivated, hardworking and able to work confidently under pressure  Enthusiastic, positive and determined  Desire to pursue own CPD  Professional appearance | I/R  AF/I  I  I  AF/I  I  I  I  AF/I/R  I  AF/I  I |  |

*The school is committed to safeguarding and promoting the welfare of*

*children and young people and expects all staff to share this commitment.*

*An enhanced DBS check is required for all successful applicants.*