**PERSON SPECIFICATION**

**Subject Leader and 2i/c**

We would like to appoint a person who:

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|  | **Attributes** | **Measurement** |
| ***Educational*** | * Has appropriate formal qualifications for this post, ie. good Honours Degree in related subject and PGCE, and, in addition, a record of appropriate professional development. | **A** |
| ***Knowledge*** | * 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 learning and teaching * Has a sound understanding of issues relating to Professional Development, including Performance Management, and a strong commitment to implementing the school’s Professional Development Policy and the support of colleagues. | **A,I**  **A,I,R**  **A,I**  **A,I,R** |
| ***Experience*** | * Has a proven record of successful experience as a classroom teacher of the subject, across the full age and ability range within a comprehensive school. * Works effectively with Teaching Assistants/Support Staff/Technicians within the faculty/department | **A,I,R**  **I,R** |
| ***Leadership*** | * Has evidence of appropriate leadership qualities within a subject-based management role, for instance 2i/c Department (**OR** responsibility for a curriculum initiative **OR** responsibility for staff development of team colleagues). * Has evidence of a high level of team-orientated skills: the ability to motivate staff; the ability to support staff; the ability to develop staff; the ability to delegate tasks effectively; the ability to represent and promote the work of the team effectively throughout the whole school community. * Has a sense of vision concerning the future development of the subject within the National Curriculum, and a firm grasp of how to achieve that vision within the practical realities of an 11-18 comprehensive such as NLS over the next 5 years. | **A,I,R**  **A,R**  **A,I,R** |
| ***Skills & Abilities*** | * Has a strong commitment to placing the individual student’s needs at the centre of the educational process and to promoting active teaching and learning styles within the Department. * Values the contribution that students can make to their own learning * Likes and seeks to understand young people * Shares our belief that Every Child Does Matter * Demonstrates that mutual respect, challenge and praise are key to managing teacher/student relationships in the classroom * Is able to (wants to) get the best from all students, regardless of ability * Contributes positively in their role as a Learning Mentor to the pastoral care of students * Is able to assess students’ work effectively and within whole school and department guidelines * Is able to set and assess purposeful home learning which extends/ reinforces students’ learning * Is able to set professional (goals) targets which are challenging, and meet their own needs as well as those of the students and the school * Is able to lead, in a variety of contexts, by example * Is committed to team work at all levels * Can contribute creatively and knowledgeably to develop/evaluate schemes for learning * Understands the importance of meeting deadlines and supporting others (colleagues) to do so * Carries out all professional duties within whole school and department guidelines * Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life | **A,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R**  **A,I,R** |
| ***Qualities*** | * Has a strong commitment to their own professional development; real potential for further promotion, as appropriate. * Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture | **A,R**  **I,R** |
| ***Additional*** | * Has a high quality of application, with particular regard to the formal response requested. * Has references of unequivocal recommendation for the post, as advertised. | **A**  **R** |
| ***Safeguarding*** | In addition to the candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:   * Motivation to work with children and young people. * Ability to form and maintain appropriate relationships and personal boundaries with children and young people. * Emotional resilience in working with challenging behaviours. | **I,R** |

**REFERENCES**

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

**A = Application Form**

**I = Interview**

**R = References**