

## PERSON SPECIFICATION (Leader of Learning – English)

We would like to appoint a person with/who:

Criteria	Essential	Desirable	Measurement
<b>Educational</b>	<ul style="list-style-type: none"> <li>Good honours degree</li> <li>Is a qualified teacher able to teach at KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved, or engaged in pursuit of, further relevant qualifications</li> </ul>	<b>A</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge</li> <li>Excellent knowledge of classroom skills, Teacher Standards, secondary curriculum and developments, and contemporary pedagogy</li> <li>Understands how to ensure effective student learning through challenging, high quality and exciting teaching</li> <li>Understands the potential of student voice and parental engagement</li> <li>Is a competent user of ICT and understands its role in enhancing learning and teaching.</li> <li>Understands the positive role of Performance Management within their own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge about contemporary developments in education e.g. Ofsted</li> <li>Experience of leading change</li> </ul>	<b>A, I, R</b>  <b>A, I, R</b>  <b>A, I, R</b>  <b>A, I</b>  <b>A, I</b>  <b>A, I</b>  <b>A, I, R</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Is an outstanding classroom practitioner</li> <li>Has a proven track record of raising and maintaining high educational standards</li> <li>Has proven successful experience of curriculum development and delivery</li> <li>Works effectively with Teaching Assistant/support staff/technicians within the faculty/department</li> <li>Participated in a range of CPD</li> <li>Proven track record of involvement in quality assurance process, monitoring and evaluating 'typicality' in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Record of achievement in different posts/schools</li> <li>Experience of management of staff</li> <li>Leadership of whole school development priorities and initiatives</li> <li>Experience of provisioning support, advice, coaching and guidance to colleagues to improve the teaching practice of others</li> </ul>	<b>A, I, R</b>  <b>A, I, R</b>  <b>A, I, R</b>  <b>A, I, R</b>  <b>A, I, R</b>  <b>A, I</b>
Criteria	Essential		Measurement
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Excellent level of interpersonal skills and developed communication skills (written and speaking)</li> <li>Well organised and able to prioritise and delegate as necessary</li> <li>Well-developed problem solving skills</li> <li>Able to demonstrate, share and celebrate best practice classroom learning and teaching to a range of audiences</li> <li>Able to lead training sessions in order to develop colleagues' skills effectively</li> <li>Ability to present a coherent argument whilst appreciating the contributions of others</li> <li>Able to ensure Literacy, Numeracy and Communication are integral to students' learning</li> <li>An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance</li> </ul>		<b>A, I, R</b>  <b>A, I, R</b>  <b>I, R</b>  <b>A, I,</b>  <b>A, I</b>  <b>A, I</b>  <b>A, I</b>

Criteria	Essential	Measurement
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>An ability to establish good working relationships with staff and other stakeholders and to form and maintain appropriate relationships and personal boundaries with students</li> <li>Ability to be a representative of the school</li> <li>Values the contribution that students can make to their own learning.</li> <li>Likes and seeks to understand young people.</li> <li>Shares our belief that Every Child <b>Does</b> Matter.</li> <li>Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom.</li> <li>Is able to (wants to) get the best from all students, regardless of ability.</li> <li>Contributes positively in their role as a group tutor to the pastoral care of students.</li> <li>Is able to assess students' work effectively and within whole school and department guidelines.</li> <li>Is able to set and assess purposeful home learning which extends/reinforces students' learning.</li> <li>Able to act as a role model for staff and students and able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.</li> <li>Is able to lead, in a variety of contexts, by example.</li> <li>Is committed to team work at all levels.</li> <li>Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.</li> <li>Understands the importance of meeting deadlines and supporting others (colleagues) to do so.</li> <li>Carries out all professional duties within whole school and department guidelines.</li> <li>Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Kingsbury.</li> </ul>	<p>A, I</p> <p>A, I, R A, I, R A, I A, I, R A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I</p>
<b>Qualities</b>	<ul style="list-style-type: none"> <li>Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.</li> <li>Strives constantly to better themselves as a professional</li> <li>A clearly articulated educational philosophy</li> <li>Commitment to the ethos and aims of the school, to equal opportunities and inclusion</li> <li>Commitment to the education of the whole person promoting social and emotional well-being in addition to academic development</li> <li>High expectations and a commitment to high standards</li> <li>Willingness to take responsibility and to display initiative</li> <li>Adaptability and openness to change</li> <li>Reliability and integrity</li> <li>To be motivated, hardworking, able to work confidently under pressure and emotionally resilient</li> <li>Enthusiastic, positive, determined and approachable</li> <li>Emotionally intelligent and a sense of humour</li> <li>Desire to pursue own CPD</li> <li>Professional appearance</li> </ul>	<p>I, R</p> <p>A, I, R A, I A, I</p> <p>A, I, R</p> <p>A, I, R A, I A, I, R A, I, R A, I, R</p> <p>A, I, R A, I, R I A, I A, I</p>
<b>Safeguarding</b>	<p>In addition to 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:</p> <ul style="list-style-type: none"> <li>Motivation to work with children and young people;</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people;</li> <li>Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline.</li> </ul>	<p>I, R</p>



Criteria	Essential	Measurement
<b>Special Requirements</b>	Good health and attendance records in line with school's Managing Health at Work Policy This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment	<b>I, R</b>

### References

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

A = Application Form, I = Interviews, R = References.