

### HEAD OF MATHS - PERSON SPECIFICATION

| QUALIFICATIONS   | Essential | Desirable | Assessed |
|--|-----------|-----------|----------|
| Good general level of education. 5 + G.C.S.E'.s including English and Mathematics, or equivalent                                     | ✓         |           | A        |
| QTS or EQUIVALENT qualification(s), Post-NQT   | ✓         |           | A        |
| Evidence of consistent practice as an good-plus/outstanding teacher over time  | ✓         |           | A/R      |
| <b>KEY SKILLS &amp; COMPETENCIES / ABILITY TO:</b>   |           |           |          |
| Excellent interpersonal and communication skill when dealing stakeholders, partners and agencies                                     | ✓         |           | A/I/R    |
| Use of assessment, progress and attainment information to improve practice and raise standards                                       |           | ✓         | A/I      |
| Work effectively with others, commanding the confidence of teachers and non-teaching staff   | ✓         |           | A/I/R    |
| Take a leading role in improving numeracy teaching and learning across the academy   | ✓         |           | A/I      |
| Engage in academy self-evaluation & improvement procedures and leading on these when required  |           | ✓         | I        |
| Understand the role of numeracy across the wider curriculum and lead on its development  | ✓         |           | A/I      |
| Understand the key role of data tracking and action planning to drive standards  | ✓         |           | A        |
| Use analysis to identify potential barriers to learning and engage in strategies to overcome them                                    |           | ✓         | I        |
| A willingness and ability to learn and develop, and a positive outlook   | ✓         |           | A/I      |
| Help create an accountability culture that works to raise pupil attainment & develops the staff team                                 | ✓         |           | A/I      |
| <b>EXPERIENCE</b>  |           |           |          |
| A proven track record of effective working with learners   | ✓         |           | A/R      |
| Highly successful classroom practitioner   | ✓         |           | I/R      |
| Successful practice of innovation to achieve improved outcomes for learners  |           | ✓         | A/I      |
| Work effectively as a team member and leader   | ✓         |           | A/I/R    |
| Engagement with the principles of academy information systems for improvement  | ✓         |           | A/I      |
| Leading on development initiatives and training and supporting the staff team  |           | ✓         | A/I      |
| <b>PROFESSIONAL ATTRIBUTES</b>   |           |           |          |
| High expectations and a commitment to the achievement of potential   | ✓         |           | A/I      |
| Tenacity and professional commitment   | ✓         |           | A/I/R    |
| The demonstration of positive values and attitudes and the expectation that pupils adopt them  | ✓         |           | A/I      |
| The ability to work well independently and collaboratively   | ✓         |           | A/R      |
| The ability to lead, motivate and inspire others   | ✓         |           | A/I/R    |
| A command of the processes of planning, monitoring and evaluation as aids to raising standards                                       | ✓         |           | A/I      |
| To promote the academy's aims, visions and values and application of academy policies and procedures                                 | ✓         |           | A/I      |
| <b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>  |           |           |          |
| Skills and experience demonstrating a sound knowledge of numeracy issues and communicating these in support of teaching and learning | ✓         |           | I        |
| Knowledge of the national performance indicators and their relationship with classroom practice                                      | ✓         |           | I        |
| A sound knowledge of Professional Standards for teachers and related frameworks  |           | ✓         | A/I      |
| An understanding of assessment procedures, statutory and non-statutory   | ✓         |           | I        |
| An up to date knowledge of recent educational changes and how to communicate these to colleagues                                     |           | ✓         | A/I      |
| <b>PROFESSIONAL SKILLS</b>   |           |           |          |
| The promotion of high standards and achievement in pupils of all abilities   | ✓         |           | A/I/R    |
| The ability to apply appraisal and other procedures to effect lasting improvement  |           | ✓         | A        |
| Effective work as a leader, mentor, team member and completer-finisher   | ✓         |           | A/I      |
| Demonstrate commitment, drive and enthusiasm   | ✓         |           | I/R      |
| Effective leadership skills and the ability to develop new partnerships  |           | ✓         | A/I/R    |