

PERSON SPECIFICATION Lead Practitioner

Appointment Criteria	Essential	Desirable	Evidence
1.Qualifications	1. Graduate	Further study/qualifications	А
	Qualified Teacher Status		
2. Experience	Substantial successful teaching experience across at least 2 key stages.	Experience of whole school self-evaluation/using the OFSTED Evaluation Schedule.	A
	Experience of effectively supporting/ coaching colleagues with demonstrable improvement in their skills, knowledge and/or performance.	Experience of leading curriculum developments across the college.	A I
	Experience of improvement/action planning.	Involvement in whole school development/ improvement.	A/I
	4. Experience of coaching colleagues.	4. Experience in teaching at KS5	А
		Skills in using a range of new technologies in lessons	A / I
3. Leadership and Management	Ability to articulate and embody the college vision and impact positively on college ethos and culture.	Experience of working with the 'parent body' and/or Governing Body.	A/I
	Understanding of what makes an effective leader and the ability to consistently demonstrate this.	Familiar with staff recruitment procedures.	A/I
	Ability to inspire and motivate staff, students and others.	Evidence of leading curriculum development across the college / school.	A/I
	4. Strong commitment to making effective and sustainable improvement across the whole college for the benefit of students.	Ability to manage relevant budgets and understand whole college finances.	A/I
	 Ability to lead a team effectively and to be a team-player working in partnership with others. 	 Ability to review and develop Schemes of Learning up to date with curriculum changes 	A/I
	Awareness of and commitment to Inclusion/community cohesion.		A / I
	7. Experience of using data to inform actions in an area of college life.		A/I
			A/I

8. Ability to organise own time effectively and meet deadlines. 9. Ability to organise own time effectively and meet deadlines. 10. Clear ideas about staff development and how to impact on teaching and learning and standards. 11. Ability to demonstrate a high level of creative and analytical thinking. 12. The intellectual capacity to research, synthesise and implement effective pedagogy. 13. Positive impact on the professional development of others. 14. Active involvement in professional development activity. 15. Understanding of the issues and commitment to Equal Opportunities and Inclusion. 16. Strong stance against oppressive behaviours. 17. Personal qualities to include: reliability, integrity and honesty; flexibility and adaptability; determination and resilience; energy, positivity, good humour, positive presence and role model. 18. Commitment to continuous improvement. 19. Self-motivating and resilient. 10. Excellent record of attendance. 11. Approachable and sensitive to the needs of others. 12. Ability to gain the respect of all colleagues. 13. Ability to gain the respect of all colleagues. 14. Ability to raise issues and tackle and resolve complex problems. 15. Ability to raise issues and tackle and resolve complex problems. 16. Teaching and Learning 17. Enjoyment of and expertise in teaching and backgrounds and to promote positive attitudes.	_		
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	Successful use of differentiation/ personalised learning.	A
	Successful embedding of independent learning in all lessons.	
	Successful embedding of literacy and numeracy skills in lessons.	A
	Insistence on and achievement of high standards of work and behaviour.	A
	Ability to evaluate teaching and learning.	A/I A/I
	Makes highly effective use of student assessment and feedback.	A/1
7. Communication	 Excellent oral, written and ICT communication skills. Has written whole school policies/ documents/ publications. 	A/I
8. Safeguarding	Must satisfy all appropriate checks e.g., List 99, CRB. Enhanced CRB check.	А

Evidence = A – application; I - interview