[](https://www.google.co.uk/url?q=https://twitter.com/stbedes_academy&sa=U&ved=0ahUKEwiA_deEhI_ZAhVmJsAKHT7MAbkQwW4IOTAS&usg=AOvVaw1XKGXqDsHeu26ErNSGe6O0)

*St Bede’s Catholic Voluntary Academy*

*Subject Leader Posts Person Specification*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Essential** | **Desirable** | **Evidence** |
| **Catholic Ethos** | | | | |
| * To promote and safeguard the wellbeing of individuals in order for them to flourish | | X |  | A, I, R |
| * Share in the modelling of the mission statement of the school I the promotion of love, respect and service in all aspects of school life | | X |  | A, I, R |
| * To lead assemblies and acts of worship as a tutor | | X |  | A, I, R |
| **Positive** | | | | |
| * Be relentlessly positive | | X |  | A, I, R |
| * Believe in St Bede’s School and be ambitious for ourselves, the school, the students and the community | | X |  | A, I, R |
| * Embrace change and be passionate about improvement | | X |  | A, I, R |
| * Always model the behaviours we expect to see | | X |  | A, I, R |
| * Demonstrate a growth mind-set and encourage it with others | | X |  | A, I, R |
| * Share best practice | | X |  | A, I, R |
| **Respect** | | | | |
| * Be consistent and fair; demonstrate exemplary manners at all times with staff, students and stakeholders | | X |  | A, I, R |
| * Have a high profile around the department and the school | | X |  | A, I, R |
| * Empower staff (through distributed leadership) and students | | X |  | A, I, R |
| * Model and demonstrate high standards | | X |  | A, I, R |
| * Believe in teams and foster a spirit of collaboration | | X |  | A, I, R |
| **Independence** | | | | |
| * Think outside the box and encourage others to do the same | | X |  | A, I, R |
| * Take risks and support others to do the same | | X |  | A, I, R |
| * Develop leadership capacity by identifying, nurturing and developing leadership talent | | X |  | A, I, R |
| * Seek out and develop innovative practice | | X |  | A, I, R |
| **Determination** | | | | |
| * Be resilient and encourage this within the team and the students | | X |  | A, I, R |
| * Be determined to build and motivate high performing teams | | X |  | A, I, R |
| * Be determined to close the gaps between student achievement and potential | | X |  | A, I, R |
| * Be outward facing, determined to develop strong partnerships to support school improvement | | X |  | A, I, R |
| **Excellence** | | | | |
| * Be insistent and persistent | | X |  | A, I, R |
| * Have the highest aspirations for students | | X |  | A, I, R |
| * Celebrate individual and collective success | | X |  | A, I, R |
| * Motivate the team and ensure they buy in to our vision | | X |  | A, I, R |
| * Implement – do what we say we are going to do and to deadlines | | X |  | A, I, R |
| * Be a strategic planner to ensure long-term sustainability of successful outcomes | | X |  | A, I, R |
| * Have a clear vision for the team | | X |  | A, I, R |
| * Put students first in decision -making | | X |  | A, I, R |
| * Ability to challenge underperformance and hold others to account | |  | X | A, I, R |
| **Interpersonal Skills; Intellectual Ability; Motivation** | | | | |
| * Excellent organisational skills | | X |  | A, I, R |
| * Influences staff at all levels | | X |  | A, I, R |
| * Excellent interpersonal skills | | X |  | A, I, R |
| * Commitment to diversity, safeguarding and health & safety | | X |  | A, I, R |
| * Excellent verbal and written communication skills | | X |  | A, I, R, T |
| * Proficient IT skills | | X |  | A, I, R |
| * Professional integrity and an ability to maintain the utmost confidentiality | | X |  | A, I, R |
| * Ability to work under pressure to tight deadlines | | X |  | A, I, R |
| * Commitment to continuous professional development | | X |  | A, I, R |
| * Ability to form and maintain appropriate relationships and personal boundaries with children | | X |  | A, I, R |
| * Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions | | X |  | A, I, R |
| * Ability to provide high quality customer care, dealing with issues and complaints swiftly and efficiently | | X |  | A, I, R |
| * Ability to lead, and work as part of a team, demonstrating flexibility and interdependence | | X |  | A, I, R |
| * Compliance with the Teachers’ Standards | | X |  | A, I, R |
| * Commitment to the school’s aims/objectives and ability to articulate this to others | | X |  | A, I, R |
| **Relevant Experience** | | | | |
| **Essential** | **Desirable** | | | **Evidence** |
| Experience of working in a secondary school | Experience of working and leading in more than one secondary school | | | A, I, R |
| Experience of planning and delivering CPD | Experience of planning and delivering whole school CPD | | | A, I, R |
| Evidence of Good or better teaching over time, evidenced by lesson observations and student outcomes | Evidence of Outstanding teaching over time, evidenced by lesson observations and student outcomes | | | A, I, R, T |
| Experience in the quality improvement cycle of exam results analysis, SEF, SIP, Appraisal | Evidence of impact of improvement cycle on student outcomes | | | A, I, R |
| A track record of good progress for students of different ages and abilities | Good and outstanding progress and outcomes for students in KS3/4 across own and team’s classes | | | A, I, R |
| Evidence of coaching and mentoring other staff | Evidence of staff having shown consistent improvement as a result of coaching and mentoring | | | A, I, R |
| Evidence of being able to effectively judge the quality of teaching and learning using OFSTED criteria | Evidence of action planning based on these judgements that has a positive outcome on future judgements | | | A, I, R |
| Experience of analysing complex data using ICT, devising strategies for addressing underperformance and identifying area for development | Evidence of the positive impact of these strategies on staff and student performance | | | A, I, R |
| Thorough understanding and experience of current and future KS3/KS4 programme of study/syllabus requirements | Experience of exam board marking/moderation | | | A, I, R |
| Evidence of consistently collecting student and stakeholder views | Evidence of the impact of this information on the quality of teaching and learning and student engagement | | | A, I, R |
| **Qualification s and Awards** | | | | |
| **Essential** | **Desirable** | | | **Evidence** |
| Degree (for equivalent) and QTS/QTLS | 2:1 degree or better  Further qualification e.g. Masters, PHD | | | A,CR |

**Key: A = Application; I = Interview: T = Tests/Teaching: C = Certificates: R =References**