**PERSON SPECIFICATION**

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| **JOB TITLE** | **TLR** | **DIRECTORATE** | **LOCATION** |
| **2nd in Mathematics** | **2.1** | **Children’s Services** | **Buile Hill** |

**NOTE TO APPLICANTS**

**Whilst all points on the specification are important and should be met, those marked essential are the key requirements. You should pay particular attention to these points and provide evidence of meeting them; failure to do so may mean that you will not be invited for interview.**

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| **CRITERIA** | **NECESSARY REQUIREMENTS** | **Essential/Desirable** | **\* M.O.A.** |
| **EDUCATION & QUALIFICATIONS** | 1. Qualified Teacher Status 2. Good honours degree 3. Evidence of continuing professional development | E  D  E | A/I  A/I  A/I |
| **KNOWLEDGE & EXPERIENCE** | 1. Teaching experience at KS3 and KS4 2. An outstanding teacher with clear understanding of learning and teaching processes 3. Experience of monitoring and evaluating the quality of learning and teaching 4. Strategies for raising pupils’ achievement and promoting good behaviour 5. Ability to use assessment data to raise attainment 6. Strategies to raise standards through effective learning and teaching 7. Knowledge of management of finance and resources 8. Ofsted, school self-evaluation improvement planning 9. Performance management and professional development 10. Strategies for inclusion 11. Commitment to Equal Opportunities 12. Knowledge of current educational issues and their implications for the school. 13. Experience of working with schools with challenging circumstances. 14. Knowledge & understanding of the 14-19 curriculum and its implications. 15. Experience of working in partnership with the education and training providers 16. Experience of working in at least 2 schools 17. Good understanding of the way in which ICT can develop teaching and learning 18. Working alongside the Numeracy Co ordinator to lead initiatives at whole school level | E  E  E  E  E  E  D  D  D  E  E  D  D  E  D  D  E  D | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **SKILLS & ABILITIES**  **Leadership Skills** | The ability to use appropriate leadership skills in different styles in different situations in order to:   1. Innovate and manage change effectively 2. Create and secure commitment to a clear strategic vision for an effective school 3. Inspire, lead and motivate pupils and staff 4. Inform and involve parents and the wider community 5. Build, support and work as part of a team 6. Resolve conflicts 7. Prioritise plan and organise the work of the school | E  E  E  E  E  E  E | A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **SKILLS & ABILITIES**  Decision Making Skills | The ability to:   1. Make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside the school 2. Think creatively to anticipate and solve problems 3. Demonstrate balanced and fair judgement 4. Demonstrate a commitment to a participative management style | E  E  E  E | A/I  A/I  A/I  A/I |
| **SKILLS & ABILITIES**  **Communication Skills** | **The ability to:**   1. Listen to and understand the views of others 2. Communicate effectively orally, electronically and in writing to a range of audiences 3. Consult and negotiate to achieve objectives 4. Establish and manage good communication systems 5. Chair and contribute to meetings effectively | E  E  E  E  E | A/I  A/I  A/I  A/I  A/I |
| **SKILLS & ABILITIES**  Self Management | **The ability to:**  1. Work consistently to deadlines and effectively under pressure   1. Set and achieve challenging but realistic goals 2. Prioritise and manage one’s own time effectively | E  E  E | A/I  A/I  A/I |

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| **COMPLETED BY** | **DATE** | **APPROVED BY** | **DATE** |
| **James Inman**  **Deputy Headteacher** | **12/05/2010** | **Julie Sutcliffe**  **Assistant Headteacher** | **16th June 2011** |