

PERSON SPECIFICATION:

Qualifications	Essential	Desirable
	<ul style="list-style-type: none"> Degree in relevant subject Qualified Teacher Status Evidence of relevant CPD 	<ul style="list-style-type: none"> A further degree in relevant subject or evidence of further education/study
Experience	Essential	Desirable
Experience of leading a department or providing support to a school/department	<ul style="list-style-type: none"> A track record of successful impact in raising outcomes either as a departmental leader or in giving support and challenge to a department/school 	<ul style="list-style-type: none"> Evidence of involvement in transformational change within a department Experience of coaching to improve practice Outreach work/supporting other departments/school
Good in depth and up to date understanding of the Drama curriculum in a secondary context	<ul style="list-style-type: none"> Knowledge of current issues facing Drama and the challenges facing departments or schools in this area Evidence of leading departmental CPD 	<ul style="list-style-type: none"> Evidence of providing external CPD Experience and knowledge of both primary and secondary phases
<p>Excellent understanding of school improvement</p> <p>Excellent understanding of Ofsted Inspection programmes</p> <p>Excellent understanding of what makes a school/dept "great"</p>	<ul style="list-style-type: none"> Knowledge of Ofsted inspection framework, and Evaluation Schedule Ability to use data to critically analyse and evaluate school/departmental performance Ability to provide clear evaluation and strategies for improvement for leadership teams, departments and teachers Understanding of departmental tracking systems and their role in securing improvement Understanding of self evaluation to measure and grow Experience of overcoming dips following periods of transition 	<ul style="list-style-type: none"> Experience of inter school working Understanding of transformational change strategies
Good understanding and knowledge of current and new examination and testing specifications/developments	<ul style="list-style-type: none"> Ability to offer advice on school-based assessments and on examination/test preparation for examinations Ability to support others to accurately assess school-based assessments and identify strategies for improvement 	<ul style="list-style-type: none"> Experience of examination board marking
Skills	Essential	Desirable
Excellent leadership skills and qualities	<ul style="list-style-type: none"> Understanding of the school and Trust's vision Able to effectively line manage others as well as lead people that do not directly report to the post-holder Resilience, motivation and commitment to improve outcomes Ability to provide honest, effective feedback Evidence of improved practice following feedback Evidence of building a highly functioning team A belief in 100% achievement and the potential for every student Commitment to the safeguarding and welfare of students 	<ul style="list-style-type: none"> Experience of coaching others
High quality outstanding teaching on an on-going basis	<ul style="list-style-type: none"> Willing to teach, and demonstrate teaching, across Trust schools 	<ul style="list-style-type: none"> Understanding of the need for transformation change to reduce Wave 2 interventions

	<ul style="list-style-type: none"> • Ability to deliver bespoke CPD to colleagues and trainees • Ability to work flexibly and under pressure • A successful record of providing clear strategies for improvement, following analysis/review of data and/or performance • Ability to analyse and review departmental/school teams and provide feedback and high quality reports • Ability to develop intervention strategies that bring about rapid improvement • Evidence of innovative teaching practices based on current best practice 	<ul style="list-style-type: none"> • Experience of research conducted to improve practice
High level interpersonal skills	<ul style="list-style-type: none"> • Ability to gain professional credibility swiftly with Head and Subject Leaders • Highly articulate • Demonstrable persuasive skills 	
Provide resources for departments	<ul style="list-style-type: none"> • Develop and deliver resources for examination and intervention work 	<ul style="list-style-type: none"> • Experience of working with national support networks eg PIXL