

GORDON



SCHOOL

PERSON SPECIFICATION – MATHS SUBJECT LEADER

Attributes	Essential	Desirable
Qualifications/Professional Development		
Education	<ul style="list-style-type: none"> • Qualified teacher status. 	<ul style="list-style-type: none"> • Working towards further qualifications.
Professional Development	<ul style="list-style-type: none"> • Evidence of continued professional development. • Understanding of the process of performance management. 	<ul style="list-style-type: none"> • Evidence of continued professional development in relation to leading on a core subject.
Experience		
Teaching	<ul style="list-style-type: none"> • Successful teaching in a relevant environment. • Evidence of having raised standards. 	<ul style="list-style-type: none"> • Experience in a range of schools and in a range of phase groups.
Management	<ul style="list-style-type: none"> • Subject leadership. • Managing resources and a budget. 	<ul style="list-style-type: none"> • Member of the leadership team. • Involvement in leading initiatives. • Experience of carrying out classroom observations.
Curriculum		
Learning & Teaching	<ul style="list-style-type: none"> • Knowledge of the National Curriculum / Foundation Stage Curriculum. • Awareness of current developments in education and the implications of these for learners and teachers. • Practical understanding of effective strategies for learning and teaching. • Understanding of strategies to evaluate the quality of learning and teaching. • Understand the effective planning of the curriculum, including assessment for learning, recording and reporting to parents/carers. 	<ul style="list-style-type: none"> • Experience of Ofsted inspection or Local Authority reviews. • Experience of monitoring and evaluating the quality of learning and teaching. • Experience and/or understanding of planning across more than one Key Stage.
Standards of Achievement	<ul style="list-style-type: none"> • Understand characteristics of high achievement. • Understand strategies to evaluate standards of achievement. • Knowledge of the SEN code of practice. • Understand the target setting 	

	<p>process.</p> <ul style="list-style-type: none"> • Understand effective use of data to improve learning. 	
Parents/Carers and the Community	<ul style="list-style-type: none"> • Understanding of the role which parents/carers and the wider community can play in raising standards. 	<ul style="list-style-type: none"> • Experience of working in partnership with parents/carers to help to raise standards of achievement.
Governance	<ul style="list-style-type: none"> • Understanding of the role which governors play in raising standards. 	<ul style="list-style-type: none"> • Experience of working with governors.
Skills		
Leadership	<ul style="list-style-type: none"> • Understanding of the role which team leaders play in helping to raise standards of achievement. • Understanding the role of the subject leader. • Ability to motivate pupils and staff. 	<ul style="list-style-type: none"> • Understanding of the process of school development planning. • Involvement in developing, delivering and monitoring aspects of a School Improvement Plan or subject action plan.
Management	<ul style="list-style-type: none"> • Understanding of strategies for managing change within a school. • Experience of budget management for at least one subject. 	
Attributes		
Relationships	<ul style="list-style-type: none"> • Ability to establish and maintain good relationships with pupils, colleagues and parents. • Commitment to the school's wider community. 	<ul style="list-style-type: none"> • Established school improvement links with other schools.
Interpersonal	<ul style="list-style-type: none"> • Ability to communicate effectively verbally and in writing. • Competent in the use of ICT. • Flexible thinker and approachable. • Resilient under pressure. • Able to deal sensitively with people and resolve problems effectively. • Good sense of humour. 	<ul style="list-style-type: none"> • Positive, enthusiastic and motivated approach to working with children and colleagues.
Attitudes		
Philosophy	<ul style="list-style-type: none"> • A clear understanding of how children learn best. • A commitment to raising standards of achievement through partnership. • A clear desire to help each child to achieve the best they can. 	<ul style="list-style-type: none"> • An understanding of how effective learning is seen in classrooms and what teachers must do to ensure children learn effectively.