**Person Specification for Curriculum Leader of Science**

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| --- | --- | --- | --- | --- | --- |
| **Qualifications:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. Qualified teacher status
 |  |  | ✓ |  |  |
| 1. **At least three years teaching experience**
 | ✓ |  | ✓ |  |  |
| 1. **At least two years of successful A level and GCSE teaching [[1]](#footnote-0)**
 | ✓ |  | ✓ | ✓ |  |
| 1. Degree or equivalent
 | ✓ |  | ✓ |  |  |
| 1. A higher Degree
 |  | ✓ | ✓ |  |  |
| 1. Experience in more than one school
 |  | ✓ |  |  |  |
| 1. **Experience of middle management responsibility in a science department**
 | ✓ |  |  |  |  |
| 1. Evidence of further professional development in subject area including specific training to be an effective teacher
 | ✓ |  | ✓ |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professional knowledge and understanding, skills and attributes:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. An understanding of the characteristics of an effective school
 |  |  ✓ | ✓ | ✓ |  |
| 1. **Specific evidence of successful classroom teaching including specific positive outcomes for students**
 | ✓ |  | ✓ | ✓ | ✓ |
| 1. **A commitment and thorough understanding of how his/her subject specialism should be taught and an understanding of the National Curriculum - content and assessment**
 | ✓ |  |  | ✓ |  |
| 1. The ability to achieve challenging professional targets/objectives. The ability to develop and implement policy and practice which reflects the school’s commitment to high achievement
 | ✓ |  | ✓ | ✓ | ✓ |
| 1. **An understanding of effective leadership styles, and the ability to motivate, inspire, develop and hold team members to account**
 | ✓ |  | ✓ | ✓ |  |
| 1. **The ability to analyse, understand and interpret data and information**
 | ✓ |  |  | ✓ |  |
| 1. **The ability to judge when to make a decision, when to consult and when to defer to a senior member of staff**
 | ✓ |  |  | ✓ | ✓ |
| 1. The ability to contribute effectively to the development of whole-school policies. Evidence of involvement in whole-school development/activities, eg. working parties
 | ✓ |  | ✓ | ✓ | ✓ |
| 1. The ability to set standards and provide a role model for students and other staff in teaching and learning within his/her subject specialism and across the school
 | ✓ |  | ✓ | ✓ | ✓ |
| 1. The ability to promote the ethos, aims and objectives of the school to the wider community
 | ✓ |  |  | ✓ | ✓ |
| 1. The ability to prioritise own time, work under pressure and meet deadlines with a sense of balance and perspective
 | ✓ |  |  | ✓ | ✓ |
| 1. The ability to use ICT to enhance and support teaching, learning and management
 | ✓ |  |  | ✓ |  |
| 1. **Evidence of involvement and understanding of pastoral needs of students**
 | ✓ |  | ✓ | ✓ |  |
| 1. Evidence of working in a range of different school contexts
 |  | ✓ | ✓ | ✓ |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal skills and attributes:** | **Essential** | **Desirable** | **A** | **I** | **R** |
| 1. **Leadership skills – the ability to lead and manage people to work towards common goals and to use appropriate leadership styles in different situations**
 | ✓ |  | ✓ | ✓ | ✓ |
| 1. **Decision-making skills - the ability to investigate, solve problems and make decisions**
 | ✓ |  |  | ✓ |  |
| 1. Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others
 | ✓ |  | ✓ | ✓ |  |
| 1. Ability to develop new ideas
 | ✓ |  |  | ✓ |  |
| 1. **Personal impact and presence**
 | ✓ |  |  | ✓ | ✓ |
| 1. Energy, determination and perseverance
 | ✓ |  |  |  | ✓ |
| 1. **Self-confidence, enthusiasm and commitment**
 | ✓ |  |  | ✓ |  |
| 1. Reliability and integrity
 | ✓ |  |  | ✓ | ✓ |

**Note -** The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

Bold Statements are the main criteria used for shortlisting. Non-bold statements are subsidiary criteria used for further refining the shortlist.

A = Application I = Interview R = Reference

1. Shortlisted candidates will have to bring evidence on interview day regarding student outcome data. [↑](#footnote-ref-0)