Personalising Learning Director

PERSON SPECIFICATION

The Governors expect candidates to be effective in all the tasks outlined in the job description and will in addition, require the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Specification | Essential | Desirable | Evidence |
| *Qualifications* |  |  |  |
| Qualified Teacher Status | √ |  | F |
| Degree | √ |  | F |
| Continuing good record of professional development | √ |  | F |
| *Experience* |  |  |  |
| Skills to teach all Key Stages |  | √ | F |
| Clear understanding of 14-19 agenda | √ |  | F,I |
| Experience of middle management |  | √ | F |
| *Leadership and Management* |  |  |  |
| Evidence of leadership skills and development of staff | √ |  | L,I,R |
| Experience of development planning and involvement in policy formation as a middle manager |  | √ | L,I |
| Evidence of monitoring and evaluating teaching and learning via a rigorous Quality Assurance programme | √ |  | L,I |
| Achievement of high standards | √ |  | L,I |
| Awareness of the value of assessment data in raising standards | √ |  | L,I |
| Experience of working with a range of external agencies |  | √ | L,I |
| Experience of Pastoral Leadership and Management |  | √ | L, I |
| Use ICT as a management tool | √ |  | L,I |
| Ability to prioritise and give clear direction | √ |  | L,I |
| Integration of the SMSC | √ |  | L,I |
| Ability to work with all stakeholders including governors, staff, parents and community to provide a caring and supportive environment | √ |  | L,I |
| Ability to prioritise, delegate and give clear direction | √ |  | L,I,R |
| Skills in Performance Management | √ |  | L,I,R |
| Effective verbal and written communication | √ |  | L,I,R |
| Ensure that the educational needs of all children are met | √ |  | L,I,R |
| Ability to think quickly under pressure and exercise good judgement | √ |  | L,I,R |
| *Curriculum Knowledge KS3, KS4 and KS5* |  |  |  |
| Planning learning to meet the needs of all students | √ |  | L,I |
| Assessment procedures used to inform planning for teaching and learning for all students | √ |  | L,I |
| A broad and balanced curriculum for all students | √ |  | L,I |
| Understanding effective inclusion practice | √ |  | L,I |
| *Philosophy* |  |  | L,I |
| Clear understanding of how students learn and how their needs can be met | √ |  | L,I |
| Clear understanding and commitment to equality principles and practices | √ |  | L,I |
| Determination to overcome barriers, including attitudinal barriers to the effective inclusion of all students | √ |  | L,I |
| A commitment to high standards for all | √ |  | L,I |
| A commitment to self and Academy improvement | √ |  | L,I |
| *Other* |  |  |  |
| Fully supportive references | √ |  | R |
| Professional standard of dress in accordance with Q3 staff code | √ |  | I |
| *DBS Clearance* |  |  |  |
| Working in an educational establishment, children’s day or residential care home | √  Enhanced |  |  |
| Involved in caring, training, supervising or being in sole, unsupervised contact with children | √  Enhanced |  |  |

Key to evidence sources:

F= application form, L= letter, I= interview, R= references