

PERSON SPECIFICATION:

Qualifications	Essential	Desirable
	- Degree in relevant subject - Qualified Teacher Status - Evidence of relevant CPD	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	A track record of successful impact in raising outcomes either as a departmental leader or in giving support and challenge to a department/school	- 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 History curriculum in a secondary context	- Knowledge of current issues facing History and the challenges facing departments or schools in this area - Evidence of leading departmental CPD	- Evidence of providing external CPD - Experience and knowledge of both primary and secondary phases
Excellent understanding of school improvement Excellent understanding of Ofsted Inspection programmes Excellent understanding of what makes a school/dept "great"	- 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	- Experience of inter school working - Understanding of transformational change strategies
Good understanding and knowledge of current and new examination and testing specifications/developments	- 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	Experience of examination board marking
Skills	Essential	Desirable
Excellent leadership skills and qualities	- 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	Experience of coaching others
High quality outstanding teaching on an on-going basis	Willing to teach, and demonstrate teaching, across Trust schools	Understanding of the need for transformation change to reduce Wave 2 interventions

	• 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	• Experience of research conducted to improve practice
High level interpersonal skills	• Ability to gain professional credibility swiftly with Head and Subject Leaders • Highly articulate • Demonstrable persuasive skills	
Provide resources for departments	• Develop and deliver resources for examination and intervention work	• Experience of working with national support networks eg PIXL