

Person Specification – Head of Physics

| Job Title: Head of Department – Physics | | |
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| | Essential | Desirable |
| Qualifications | | |
| Honours degree or equivalent | ✓ | |
| Qualified teacher status | ✓ | |
| Evidence of commitment to continuing professional development | ✓ | |
| Evidence of relevant post-graduate training | | ✓ |
| Professional and Experience | | |
| Strong track record of achieving outstanding student progress | ✓ | |
| Be an excellent practitioner | ✓ | |
| Ability to articulate and communicate a shared vision | ✓ | |
| Ability to form and maintain appropriate relationships and personal boundaries with staff and students | ✓ | |
| Excellent classroom management skills | ✓ | |
| Evidence of active involvement in school-wide provision or initiatives | | ✓ |
| Evidence of raising student achievement | ✓ | |
| Evidence of strategic thinking | ✓ | |
| Evidence of successful involvement in behaviour improvement initiatives | ✓ | |
| Experience of involvement in developing and supporting colleagues through coaching, mentoring etc. | | ✓ |
| Have overall understanding of National Curriculum and developments affecting secondary education | ✓ | |
| Skills | | |
| Ability to use target setting | ✓ | |
| Ability to hold staff to account | ✓ | |
| Active involvement in curriculum development initiatives | | ✓ |
| Ability to drive for improvements and challenging underperformance | ✓ | |
| Ability to develop and sustain successful relationships with staff and students | ✓ | |
| Ability to analyse data to effectively track student progress and specifically all sub groups | ✓ | |
| Experience of managing a budget | | ✓ |
| Ability to communicate effectively with parents | ✓ | |
| Ability to recognise individual learning needs and ensure adequate curriculum provision | ✓ | |
| Commitment to raising the achievement of all students of all abilities | ✓ | |
| Evidence of effectively using assessment data to inform learning and teaching | ✓ | |
| Evidence of consistent and constructive marking procedures | ✓ | |
| Willingness to offer after-school club/activity | | ✓ |
| Evidence of involvement in pastoral care | | ✓ |

| Personal Attributes | | |
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| Ability to develop and sustain successful relationships with colleagues at all levels | ✓ | |
| Ability to work effectively as part of a team | ✓ | |
| Excellent organisational skills, ability to work under pressure and meet deadlines | ✓ | |
| Ability to plan, monitor, evaluate and review | ✓ | |
| Enthusiasm, energy, resourcefulness, creativity | ✓ | |
| Communicate clearly and concisely both verbally and in writing, with all customers (pupils, parents, colleagues, external contacts, etc.) | ✓ | |
| Ability to write clear and informed reports | ✓ | |
| Ability to create innovative solutions to solve problems | | ✓ |
| Display integrity-be trusted and trust others ensuring commitments are kept. | ✓ | |
| Be able to show commitment-take ownership and follow things through to completion | ✓ | |
| Energy-take the initiative and invest in relationships and responsibilities with enthusiasm. | ✓ | |
| Honesty-respect facts and evidence and show openness, be inclusive of others and seek support, where necessary. | ✓ | |
| Ambition-set personal challenging goals and targets. | ✓ | |
| Display optimism and ambition for all learners and a commitment to their development. | ✓ | |
| Be able to manage time effectively | ✓ | |
| Be very generous and flexible with your own time | ✓ | |
| Safeguarding | | |
| GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. | | |