

HEAD OF MATHS – PERSON SPECIFICATION			
Item	Essential	Desirable	Measured
<b>Organisational fit</b> <i>(for external candidates an understanding of the academy and trust objectives can be measured)</i>	Demonstrating that they are: <ul style="list-style-type: none"> <li>Meeting the Teaching Standards/Career stage expectations (at the appropriate level)</li> <li>working towards the Academy aims and objectives</li> <li>working towards the Trust aims and objectives</li> </ul>		Application Form
<b>Qualifications/Training</b>	<ul style="list-style-type: none"> <li>Honours degree or equivalent in appropriate subject</li> <li>Qualified Teacher Status</li> <li>TEEP Level 1 Trained (or willing to complete)</li> <li>Recent relevant in-service training</li> </ul>	Post graduate study or qualification NPQML/SL	Application Form and Interview & Assessment
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful experience of teaching Maths at all levels and ability ranges</li> <li>Demonstrated and evidence of leading and developing Maths cohort to successful outcomes</li> <li>Proven record of raising attainment and progress for all learners</li> <li>Excellent subject knowledge</li> <li>Effective pedagogical strategies</li> <li>Understanding of curriculum and assessment developments</li> <li>Experience of managing budgets and resources and deployment of those resources</li> <li>Experience of developing successful stakeholder relationships – parents, governors, school improvement partners and community</li> <li>Evidence of improving teaching and learning through the development of schemes of work, resources and collaborative planning</li> <li>Meeting the needs of students with SEN and G &amp; T</li> </ul>	<ul style="list-style-type: none"> <li>Successful and varied teaching experience in the secondary sector up to and including Advanced level.</li> <li>Experience of teaching at Post 16 level</li> <li>Experience of working with parents and the wider community</li> </ul>	Application Form, Interview and Assessment
<b>Skills / Attributes</b>	<ul style="list-style-type: none"> <li>A good practitioner</li> <li>Ability to lead and work effectively as part of a team but also to be able to work independently.</li> <li>Ability to initiate, develop and implement policies</li> <li>Ability to motivate, lead and inspire students of all aptitudes</li> <li>Ability to learn from experience</li> <li>Ability to effectively collect, analyse and evaluate student progress data and formulate intervention strategies in order to raise standards</li> </ul>		Application, interview and references

	<ul style="list-style-type: none"> <li>• Ability to use ICT to support the role</li> <li>• Ability to plan, deliver and monitor effective intervention</li> <li>• Ability to implement self-review and evaluation processes and plan strategically</li> <li>• Evidence of working through sequences of lessons and developing schemes of work</li> <li>• Ability to motivate and encourage participation in Maths both inside and outside the classroom</li> </ul>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• How to improve learning and teaching in the subject area</li> <li>• Active strategies to raise achievement and engagement</li> <li>• Awareness of current educational practice, developments and curriculum reforms</li> <li>• Familiarity with the requirements of GCSE and Post 16 qualifications</li> <li>• Up to date subject and national curriculum knowledge and skills</li> <li>• Knowledge of the OFSTED framework for assessment</li> <li>• Budget management knowledge</li> <li>• Strong knowledge of the barriers to achievement for SEND, Pupil premium &amp; more able students</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school awareness of current practice, developments and curriculum reforms</li> </ul>	Interview & Assessment
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Excellent Communicator (orally and written)</li> <li>• Work independently</li> <li>• High level of emotional intelligence</li> <li>• Collaborator</li> <li>• Influencer (with others and calming influence when required)</li> <li>• Reflector (ability to identify own learning opportunities)</li> <li>• Organised and ability to Plan, Prepare &amp; Prioritise</li> <li>• Empathetic</li> <li>• Reliability and punctuality</li> <li>• Resilient</li> <li>• Integrity</li> <li>• Commitment to inclusive comprehensive education</li> <li>• Vision and imagination</li> <li>• Ability to work under pressure</li> <li>• Ability to adapt to changing needs and circumstances</li> <li>• Role model Leadership and Best practice</li> </ul>		Interview & Assessment