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| **PERSON SPECIFICATION: TLR HOLDER** | | |
|  | **Essential** | **Desirable** |
| **Qualifications** | * Degree in relevant subject * Qualified Teacher status * Evidence of relevant CPD | * Evidence of research-based practice. |
| **Experience** | **Essential** | **Desirable** |
| Experience of successful leadership of projects within a department or of providing support to a school/ department to have a positive impact on outcomes. | * A track record of successful impact in raising outcomes as a classroom teacher and through leading projects within a department or key stage. * Experience of leading colleagues to achieve improved outcomes in an area of whole school/ department improvement. | * Experience of coaching to improve practice * Working beyond the faculty/ department * Evidence of involvement in transformational change within a department/ school * Experience of being an effective form tutor. |
| **Knowledge** | **Essential** | **Desirable** |
| Good in-depth knowledge of the related subject curriculum in a secondary context  Excellent understanding of what makes a school/ department “great” | * Knowledge of current issues and challenges relating to the subject. * Evidence of leading subject-based CPD. * Up to date knowledge of the curriculum at least two key stages * Good knowledge and understanding of current and new examination and testing arrangements/ developments * Knowledge of strategies to ensure effective self-evaluation to measure and grow * Knowledge and experience of effective intervention strategies that bring about rapid improvement * Knowledge of subject-specific approaches to developing students’ literacy   and commitment to whole school literacy | * Experience of examination board marking * Knowledge of the OFSTED framework * Up to date knowledge of the curriculum at key stages   2 – 5.   * Evidence of implementing effective practice informed by research |
| **Skills and Abilities** | **Essential** | **Desirable** |
| Excellent role model for the school and the Trust  Strong leadership skills and qualities | * Understanding of and commitment to the school, faculty and Trust’s vision * Able to use data to critically analyse and evaluate impact and agree next steps. * Able to provide clear evaluation and to work the the head of faculty to identify strategies for improvement. * Able to support others to accurately assess student work and to provide high quality feedback that leads to improvement. * Able to lead and line manager others effectively to elicit strong performance * Able to provide honest, effective feedback that improves practice * Evidence of improved practice after feedback. * Willing to demonstrate teaching skills within and beyond the faculty. * Able to deliver bespoke CPD to colleagues and trainees | * Evidence of innovative teaching based on current best practice * Experience of coaching others |
| **Personal Qualities** | **Essential** | **Desirable** |
|  | * Commitment to the safeguarding and welfare of students * A belief in 100% achievement and the potential for every student * Able to work with commitment, enthusiasm and flexibility under pressure * Punctual and well-organised * Reflective, resilient and resourceful * Able to work effectively in a team, but also under own initiative on key improvement priorities. * A commitment to own professional development * Excellent communication skills, orally and in writing. * An enterprising, “can-do” approach |  |