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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.
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| **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.
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| **Knowledge** | **Essential** | **Desirable** |
| Good in-depth knowledge of the related subject curriculum in a secondary contextExcellent 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
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| **Skills and Abilities** | **Essential** | **Desirable** |
| Excellent role model for the school and the TrustStrong 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
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| **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
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