

Person Specification

The following details the range of competencies and qualities that applicants should ideally have:

Aspect	Professional and Personal Qualities	Noted through
Qualifications and Training	<ul style="list-style-type: none"> Qualified teacher status Good honours degree or equivalent Evidence of current, or very recent professional development/further study through a recognised institution or programme and which is impacting on your work 	AF, L
Experience	<ul style="list-style-type: none"> Significant curriculum/pastoral leadership whether as head of a subject or pastoral leader with evidence of excellent outcomes Innovative use of data in information planning and produce excellent outcomes Experience of curriculum planning/timetabling Experience of self evaluation and improvement planning with evidence of positive impact Evidence of positive impact in leading change through leadership of whole school initiatives and in the delivery of development projects Strong record of effective behaviour management through a positive ethos Experience of managing a substantial budget and/or whole-school financial management Demonstrate an ability to create and use data systems as part of quality assurance processes 	AF, I, T, R
Teaching and Learning	<ul style="list-style-type: none"> A highly effective classroom teacher who can confidently model practice to others An inclusive approach to ensuring that all children succeed Experience of having taught across the full 11 – 18 age range and in more than one school ideally in a co-educational context Considerable experience of the evaluation and monitoring of teaching, learning and assessment Recent evidence of positive impact on teaching standards 	L, I, T, R
Standards and progress	<ul style="list-style-type: none"> The ability to develop and use tools for data analysis on student progress A record of sustaining high grades in achievement at both department/faculty and whole school levels Demonstrate a clear understanding of the principles and practice of quality assurance systems including self-review, self-evaluation and performance management Experience of monitoring and evaluating performance including the effectiveness of teaching and learning 	L, I, T, R
Communication	<ul style="list-style-type: none"> The ability to inspire and motivate people Relate well to students gaining their respect and confidence Demonstrate excellent interpersonal skills with the ability to communicate with parents and other stakeholders both in writing and in person A confident and effective public speaker High level of ICT skills and ability to use these effectively in a range of situations Understand the importance of listening to, reflecting on and acting on community feedback, as appropriate Ability to communicate effectively with external agencies and professionals and to tailor their provision to the needs of the school 	L, I, R
Personal and other skills	<ul style="list-style-type: none"> Excellent record of attendance and punctuality A calm, measured approach to dealing with challenging situations Energy, creativity, loyalty and personal commitments Excellent organisational skills The ability to inspire the trust, confidence and respect of students, staff, parents and the community Highly numerate with an ability to set up monitoring systems A clear sense of perspective and positive 'can do' approach A personal ethos which has high expectations and standards of achievement at its core The ability to see tasks through to completion The ability to organise, manage and supervise school routines effectively 	L, I, R

Key to Codes: AF-Application Form I-Interview L-Letter T- Task(s) R – Reference