**Person Specification**

**ASSISTANT DIRECTOR OF TEACHING AND LEARNING – Technology**

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| Criteria | Essential | Measurement |
| ***Educational*** | * Degree in ICT/Computing or a related subject * Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent * Recent and relevant experience of teaching ICT at secondary level up to 16 * Recent and relevant experience of teaching Computing at secondary level up to 16 * Recent and relevant experience of teaching ICT to post 16 students * Recent and relevant experience of teaching Computing to post 16 students | **A**  **A**  **A**  **A**  **A**  **A** |
| ***Knowledge*** | * Excellent subject knowledge * Understands how to ensure effective student learning through challenging, high quality and exciting teaching * Understands the potential of student voice and parental engagement * Excellent knowledge of classroom skills, Teacher Standards, secondary curriculum and developments, and contemporary pedagogy * Understands how to ensure effective student learning through challenging, high quality and exciting teaching * Understands the potential of student voice and parental engagement * Is a competent user of ICT and understands its role in enhancing learning and teaching. * Understands the positive role of Performance Management within their own professional development. * Understands assessment and attainment information can be used to improve practice and raise standards | **A, I, R**  **A, I, R**  **A, I , R**  **A, I**  **A, I** |
| ***Experience*** | * Is typically good classroom practitioner * Is an outstanding classroom practitioner * Has a proven track record of raising and maintaining high educational standards * Has proven successful experience of curriculum development and delivery * Works effectively with Teaching Assistant/support staff/technicians within the faculty/department * Participated in a range of CPD * Proven track record of involvement in quality assurance process, monitoring and evaluating ‘typicality’ in the classroom | **A, I, R**  **A, I, R**  **A, I, R**  **A, I, R** |



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| *Criteria* | Essential | Measurement |
| ***Skills and Abilities*** | * Excellent level of interpersonal skills and developed communication skills (written and speaking) * Well organised and able to prioritise and delegate as necessary * Well-developed problem-solving skills * Able to demonstrate, share and celebrate best practice classroom learning and teaching to a range of audiences * Able to lead training sessions in order to develop colleagues’ skills effectively * Ability to present a coherent argument whilst appreciating the contributions of others * Able to ensure Literacy, Numeracy and Communication are integral to students’ learning * An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance | **A, I, R**  **A, I, R**  **I, R**  **A, I,**  **A, I**  **A, I**  **A, I** |

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| *Criteria* | Essential | Measurement |
| ***Qualities*** | * Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture. * Strives constantly to better themselves as a professional * A clearly articulated educational philosophy * Commitment to the ethos and aims of the school, to equal opportunities and inclusion * Commitment to the education of the whole person promoting social and emotional well-being in addition to academic development * Ensures a welcoming and stimulating environment for all stakeholders * High expectations and a commitment to high standards * Willingness to take responsibility and to display initiative * Adaptability and openness to change * Reliability and integrity * Be approachable * To be motivated, hardworking, able to work confidently under pressure and emotionally resilient * Enthusiastic, positive and determined * Emotionally intelligent * A sense of humour * Desire to pursue own CPD * Professional appearance | **I, R**  **A, I, R**  **A, I**  **A, I**  **A, I, R**  **A, I**  **A, I, R**  **A, I**  **A, I, R**  **A, I, R**  **A, I, R**  **A, I, R**  **A, I, R**  **A, I, R**  **I**  **A, I**  **A, I, R**  **I** |

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| Criteria | Essential | Measurement |
| ***Safeguarding*** | In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:   * Motivation to work with children and young people; * Ability to form and maintain appropriate relationships and personal boundaries with children and young people; * Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. | **I, R** |

| Criteria | Essential | Measurement |
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| ***Special Requirements*** | Good health and attendance records in line with school’s Promoting Health at Work Policy  This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment | **I, R** |

**References**

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.