The Hayfield School

The Hayfield School, Hurst Lane,
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Head of Department Person Specification

	Qualifications and Training	Essential	Desirable	How identified
	Degree in a relevant subject area and QTS.	☐		A
	Evidence of recent relevant professional development that has contributed to improving teaching, learning or professional practice.	☐		A
	Excellent subject knowledge and understanding of pedagogy and progression within the subject.	☐		A/I
	Evidence of leadership development or a willingness to undertake relevant leadership training.		☐	A
	Experience	**Essential**	**Desirable**	**How identified**
	Successful experience of supporting or contributing to leadership in a secondary setting, with a commitment to developing colleagues and improving practice to positive outcomes.		☐	A/I
	Experience of contributing to curriculum design, development, implementation and review.		☐	A/I
	Experience of supporting change and contributing to school/departmental improvement initiatives.		☐	A/I
	Experience of leading or supporting a subject, team or area of school improvement, including monitoring and improving teaching and learning.		☐	A/I
	Experience of supporting improvements in outcomes and removing barriers to learning for students with a diverse range of needs, including SEND and disadvantaged students.	☐		A/I

	Experience of using assessment and progress information to identify priorities and evaluate impact.	☐		A/I
	Experience of supporting colleagues, sharing good practice or undertaking additional responsibilities within a department.		☐	A/I
	Experience of contributing to departmental organisation, resource management and effective day-to-day running of a department.			
	Knowledge and Skills	**Essential**	**Desirable**	**How identified**
	A clear understanding of what constitutes an ambitious and coherent curriculum for the subject area, and the ability to contribute to its development and implementation.	☐		A/I
	Ability to contribute to the design, implementation, evaluation and improvement of curriculum provision for a diverse range of learners.	☐		A/I
	Ability to support, motivate and develop colleagues, creating a culture of high expectation.	☐		A/I
	Effective communication, presentation and report-writing skills.	☐		A/I
	Ability to establish positive and professional relationships with students, colleagues, parents/carers and other stakeholders.	☐		A/I
	Ability to listen carefully, respond constructively and build trust.	☐		A/I
	Ability to manage difficult or sensitive conversations appropriately and professionally.	☐		A/I
	Ability to analyse assessment and progress data to identify priorities, evaluate interventions and improve outcomes for students.	☐		A/I
	Ability to organise effectively, prioritise competing demands and meet deadlines.	☐		A/I
	Ability to work collaboratively with the Head of Department and colleagues, showing initiative and taking responsibility for agreed areas of departmental leadership.			
	Personal Qualities	**Essential**	**Desirable**	**How identified**

	High expectations for all students and staff and a commitment to equality and inclusion and safeguarding.	☐		A/I
	Resilient, self-motivated and able to make sound decisions under pressure.	☐		A/I
	Commitment to raising attainment and removing barriers to learning for all students.	☐		A/I
	Ability to inspire, motivate and support colleagues and students with enthusiasm, energy and creativity.	☐		A/I
	Solution-focused and collaborative approach to challenges.	☐		A/I
	Demonstrates integrity, professionalism, confidentiality and fairness in all aspects of their work.	☐		A/I
	Open to new ideas and willing to evaluate and improve existing practice.	☐		A/I
	Commitment to promoting the school's values, ethos and expectations.	☐		A/I
	A proactive approach, demonstrating initiative, flexibility and a willingness to take responsibility and support the wider work of the department.			
	Safeguarding	**Essential**	**Desirable**	**How identified**
	Strong understanding of safeguarding responsibilities, including the ability to recognise and respond appropriately to concerns about students' welfare, following the school's safeguarding procedures and reporting requirements.	☐		A/I
	Ability to support and promote a strong culture of safeguarding within the department, ensuring that colleagues understand and follow safeguarding expectations, maintain appropriate professional boundaries, and contribute to a safe and inclusive learning environment for all students.	☐		A/I