

Head of English Gatehouse School Person Specification – September 2021

CRITERIA		Essential/ Desirable			Assessed by: Application Form/Supporting Statement /Interview		
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EDUCATION AND QUALIFICATIONS							
1.	A teaching degree or equivalent qualification	✓			✓		
2.	Qualified Teacher Status (QTS) or equivalent	✓			✓		
3.	Evidence of recent and relevant training and development	✓			✓		
4.	Record of continuous professional development	✓			✓		
PROFESSIONAL KNOWLEDGE, EXPERIENCE, SKILLS AND ABILITIES							
5.	Successful middle leadership experience gained in current school setting	✓			✓	✓	✓
6.	Evidence of excellent teaching resulting in outstanding student outcomes	✓				✓	✓

7.	In-depth knowledge and understanding of SEND and wider educational agenda including current national policies and educational issues, as well as the statutory and legal framework governing the operation of a school	✓				✓	✓
8.	Demonstration of in-depth subject and curriculum knowledge	✓				✓	✓
9.	Ability to teach all aspects of English across a range of abilities	✓				✓	✓
10.	Experience of teaching across a range of Key Stages (EYFS, KS1 and KS2)	✓			✓	✓	✓
11.	Proven track record in leading, monitoring and managing staff	✓				✓	✓
12.	Evidenced knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures	✓				✓	✓
13.	Excellent organisational skills and the ability to translate strategies and policies into effective practice	✓				✓	✓
14.	Have high expectations and personal integrity with the ability to promote and deliver the values, culture, ethos and traditions of the School	✓				✓	✓

15.	Excellent analytical skills with the ability interpret and present data effectively to a variety of stakeholders	✓				✓	✓
16.	Knowledge of the potential of ICT to enhance learning, interpret and analyse data and understand school information systems	✓				✓	✓
17.	Be proactive, innovative and flexible with a high level of drive, energy and enthusiasm necessary to effectively deliver common goals	✓				✓	✓
18.	Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing	✓				✓	✓
19.	Ability to form excellent working relationships with staff, students, parents, Trustees and external partners	✓					✓
20.	Be a visible high profile role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and wider community	✓					✓
PUPIL PROGRESS AND STAFF DEVELOPMENT							
21.	A passion for outstanding teaching coupled with the ability to lead and motivate colleagues to improve classroom effectiveness and raise achievement	✓				✓	✓

22.	Successful experience of positive behaviour management and developing a safe, pupil focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	✓				✓	✓
23.	Successful experience of curriculum development for pupils with SEND along with an understanding of the issues associated with choice and flexibility needed to meet the personalised agenda from Nursery through to year 6	✓				✓	✓
24.	Knowledge and understanding of the varying needs and abilities of pupils with SEND, particularly those with Autism, Dyslexia and other Specific Learning Difficulties and attention challenges	✓				✓	✓
25.	A passion and commitment to providing a holistic approach to pupil development	✓				✓	✓
26.	Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of pupils	✓				✓	✓
27.	The ability to lead, manage and motivate colleagues to deliver a challenging and creative curriculum and to improve classroom effectiveness and raise achievement	✓				✓	✓
28.	Experience of observing teaching and learning and monitoring practice effectively and providing quality feedback to staff	✓				✓	✓

29.	Experience of developing staff and supporting their wellbeing	✓				✓	✓
30.	Evidence of being part of team that develops a safe, secure and healthy school environment	✓				✓	✓
31	Willingness to be involved in the wider life of the school community	✓				✓	✓
32.	Demonstrate the importance of a work life balance	✓				✓	✓
SYSTEMS AND PROCESSES							
33.	A strong middle leader with evidence of skills in performance management, recognising high performance and tackling underperformance through to resolution	✓				✓	✓
34.	Proven successful experience of school / department self-evaluation and accountability and the school improvement process	✓				✓	✓
35.	Welcome strong governance and actively work collaboratively with the Governors and other stakeholders to develop and deliver a school vision which embraces excellence, intellectual rigour, high standards and inclusion	✓				✓	✓
36.	A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the curriculum	✓				✓	✓

38.	Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the School's vision and drive the strategic leadership, empowering all pupils and staff to excel	✓			✓	✓
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