

HEAD OF MATHS FACULTY PERSON SPECIFICATION

Skills/Abilities	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • A relevant honours degree • Qualified Teacher status 		<ul style="list-style-type: none"> • Evidence of paper qualifications
Teaching	<ul style="list-style-type: none"> • Able to plan and teach effective lessons across a relevant curriculum, age and abilities ranges. • Establishes a safe working environment for students, rooted in mutual respect. Has good relationships with students. • Has high expectations of students, both in terms of their behaviour and their work in the classroom and beyond. • Recent experience of teaching at KS3 and KS4. • Has a secure knowledge of relevant subject and curriculum area(s) and recent developments. • Able to demonstrate and promote high standards of literacy. • Able to reflect systematically on the effectiveness of lessons. • Has an understanding of the needs of all students, including SEND, more able, EAL. • Understands how data is used to monitor student progress. 	<ul style="list-style-type: none"> • Able to contribute to the planning of an engaging curriculum within the relevant subject area(s). • Has experience of teaching pupils with additional needs, Such as SEND, more able, EAL. • Has experience of statutory assessments within the relevant subject area(s). 	<ul style="list-style-type: none"> • Teaching skills to be assessed through a 30 minute teaching episode. • Candidate will have the opportunity to reflect on their lesson and discuss any areas not covered in the lesson during the panel interview. • Range of knowledge and experience and literacy skills can also be demonstrated on the application form.
Personal and Professional Conduct	<ul style="list-style-type: none"> • Good written and verbal communication skills. • Able to use ICT to plan lessons and support leadership role. • Able to plan, organise and manage time effectively. • Able to work well with others. • Be aware of the current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. • Excellent attendance and punctuality. • Ability to critically evaluate own performance and make any necessary changes to be more effective. • Ability to demonstrate sensitivity when dealing with difficult situations. 	<ul style="list-style-type: none"> • Can show evidence that CPD has been used to improve professional practice. • Willing to contribute to the wider life of the school. 	<ul style="list-style-type: none"> • Communication skills, ICT skills and time management to be assessed during the teaching episode. • Communication skills, awareness of safeguarding procedures, continuing professional development and extra-curricular experience to be assessed during the panel interview. • Attendance and punctuality, ability to work with others to be confirmed by references.
Leadership	<ul style="list-style-type: none"> • Experience of curriculum responsibility in a secondary school. • Ability to monitor, assess and evaluate pupil progress across a faculty and use it to gain improvement. • Experience of effective monitoring of teaching and learning. 	<ul style="list-style-type: none"> • Leadership responsibility of or within a team. • Experience of knowledge of running a budget. 	<ul style="list-style-type: none"> • Ability to analyse data to be evaluated through data exercise. • Experience of responsibilities held and exercised to be demonstrated at interview.

	<ul style="list-style-type: none"> • Able to prioritise and remain calm and focussed under pressure. • Able to communicate effectively with staff, parents, carers, students and governors. • Experience of leading on a whole-school or cross-curricular role or project. 		
Additional Requirements	<ul style="list-style-type: none"> • Enhanced DBS. • Two satisfactory references. 		<ul style="list-style-type: none"> • Receipt of DBS form. • Receipt of references.