UNIVERSITY OF BIRMINGHAM SCHOOL

Subject Leader – Physics

CANDIDATE INFORMATION

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For more information, please go to www.universityofbirminghamschool.org.uk. To arrange an informal discussion with the Principal, please call Robin Haslam, School Business Manager on 0121 796 5007

UNIVERSITY OF BIRMINGHAM SCHOOL

Dear Candidate,

I am delighted to write, as the Principal of the University of Birmingham School, to thank you for your interest in working at University of Birmingham School.

We passionately believe that the purpose of education is to develop the character of our pupils and students so they actively pursue a good life. We want them to be confident, curious and ambitious learners; we want them to show compassion, empathy and patience in their relationships with others and we want everyone to find a place in their local and global communities where they can flourish and thrive. The successful candidate will share our passion to make a positive and lasting difference to the lives of our pupils and students.

Our academic curriculum is delivered by our staff together with a pioneering programme of Character Education that embeds an enrichment programme of clubs, societies, sport, drama, music, trips and visits into our extended school day. This approach is significantly enhanced by the full support of the University of Birmingham, to develop and integrate curricular, creative, sporting, intellectual and career enhancing links with our 'parent body'.

We have been delighted with the interest that the school continues to receive - being referred to by the Prime minister recently when she said:

"I want to build on the success we have already experienced when some of our great universities have stepped in to help by sponsoring or supporting a local school. Recently we have seen the University of Birmingham open an impressive new School for secondary school pupils and Sixth Formers".

As the first secondary 'University Training School' in the country, we aspire to play significant role in developing future generations of outstanding classroom practitioners, middle and senior leaders.

The Subject Leader will work closely with the whole School community to ensure the School delivers against its vision as it grows from a start-up operation to full capacity in 2020.

If you are someone with relevant experience, passion, expertise and vision, we offer an opportunity to work in a 'school for Birmingham', one that is designed to develop the flourishing citizens of tomorrow. We are committed to ensuring the well-being of our staff, but, at the same time, we have the highest expectations in terms of both quality of performance and commitment.

I hope you are as excited as I am by this challenging, yet immensely rewarding, opportunity. My team are happy to answer any questions you may have and I look forward to receiving your application.



Colin Townsend
Principal

The University of Birmingham School – Information for Candidates

The University of Birmingham School opened in September 2015 in a new £23 million building located on the University's Selly Oak campus. We admitted 150 students into the six Year 7 Forms and nearly 200 students into the Lower Sixth. In September 2016 the size of the school population doubled and will continue to grow for the next four years.

Our aim is quite simple: to help transform the lives of our students by helping to raise their aspirations and to maximise their potential by accessing the widest possible range of educational opportunities. We do this by offering, in an extended school day, a broad and balanced academic curriculum, by supporting the development of well-rounded people of strong character in a diverse and comprehensive student body, who have access to world-class facilities, resources and expertise through close links with the University community.

So why has the University of Birmingham developed this new School? It was part of the original civic mission of the University, established by Joseph Chamberlain, to 'advance education in the city of Birmingham'. We know that Birmingham is one of the fastest growing and youngest cities in Western Europe which means that the Local Authority has predicted there will be unprecedented demand for school places. Therefore, by utilising the opportunity presented in the 2010 'Importance of Teaching' white paper to establish new schools and, in particular, University Training Schools (to contribute to the initial and on-going education of teachers), the University took the bold decision to establish what we believe is an innovative and high quality addition to the provision of secondary education in the city of Birmingham.

About our Building

There has been a tremendous amount of care and effort put into the design of our building so that it allows us to fulfil the vision of the School. The rooms are all larger than normal typically at 50 metre square for a classroom and 90 metre square for laboratories.

As you would expect from a new construction, the building is designed to accommodate full access for pupils with physical disabilities and to cater for the learning needs of our comprehensive intake. Parents and the community are welcome in the School with space provided for individual and larger group meetings.

The wide corridors and lack of hiding spaces means that the design allows for full passive monitoring from teaching staff. Therefore students are able to stay inside at break and lunchtimes. There is no central staff room and, instead, staff have access to several workbases carefully distributed throughout the building – these also effectively act as department 'homes'. These workbases have desks, lockers, tea/coffee making facilities, and meeting/interview facilities. There are also two open plan staff social areas overlooking the atrium and the grounds.

The School has a state of the art IT infrastructure, including a site-wide wireless network, as well as the provision of two computer suites and several class sets of laptop/tablet devices for use in classrooms.

The School Hall can accommodate up to two year groups with an electronically operated seating system allowing us to quickly exploit this large space (which has a sprung floor) in a location adjacent to the well-equipped drama studio. We are able to use the Great Hall at the University for events such as an annual whole school Prize Giving.

On site we have a large Sports Hall (four badminton courts), a double height Activity Studio, a floodlit all-weather MUGA outdoor pitch, and hard/soft play areas. We also have access to University playing fields opposite the School site and to other specialist University pitches in the local area.

On the second floor of the School, we also have a peaceful Library with floor to ceiling windows that are a wonderful facility to promote reading and independent study.

Specialist subject provision includes:

- Eight fully equipped science laboratories together with a science studio and a science terrace where the emphasis will be on practical work. These are serviced by spacious and well-equipped prep rooms on each floor (two further laboratories will be available for September 2017).
- Three rooms for Design Technology equipped with CAD/CAM equipment which allow the department to deliver food, graphics, and product design courses. The suite of rooms includes a prep room.
- Two large Music classrooms, practice rooms, a recording studio and instrument store.
- Three large Art Rooms, with views across to the Edgbaston campus and Birmingham city centre.
- Separate Sixth Form facilities in a refurbished section of the Orchard Learning Resource Centre linked to the new School building.

About our Education

The curriculum in Years 7 to 9 includes Art, Biology, Chemistry, Computer Science, Dance, Design Technology (with facilities for Resistant Materials, Food, and Graphics), Drama, English, French (other languages will be added as the School grows to full capacity) Geography, History, Mathematics, Music, Physics, Physical Education and Religious Education.

The pupils will follow, in Key Stage 4, a two year academic GCSE curriculum. We are not planning to deliver vocational courses.

The Form Tutor and Pastoral Manager provide pastoral support and are the main conduit of communication between home and school on a day to day basis. Information about progress and attainment in terms of both their academic performance and enrichment involvement is provided, at least termly, together with an annual Parents' Meeting.

The School has a College (House) System in order to foster healthy competition, widen participation in sports, music and drama for example. It plays a key role to encourage mixing between year groups as we expect the Sixth Form students to play a key role in the organisation and delivery of College Meetings and events. We want our students to be prepared to try lots of new things and to enjoy being part of teams and a community. But they must also learn to deal with disappointment and failure – not every team or College can win!

The University of Birmingham School aims to develop one of the largest School Sixth Forms in the City with up to 400 students. This means that, as the School grows in size, we will be able to provide a wide A Level programmes of subjects, dependent on demand. For 2016/17 we offered Art, Biology, Chemistry, Computer Science, Product Design, Geography, History, French, Mathematics and Further Mathematics, Music, Physics and Religious Studies.

The Sixth Form will have the opportunity to play a major role in the leadership and ensuring the smooth running of the School, for example by delivering College and School assemblies, to be academic and pastoral mentors to younger pupils, to play an active part in provision of the enrichment programme. We also expect them to be involved in community service (e.g. in our partner primary schools and the local and city community).

How is the University of Birmingham School different?

1. Character Education

A feature of many of the most successful and traditional schools in the country is that that their structures support, not necessarily by design, the development of character. Underpinning our ethos and provision is the first difference in our school - a focus on both 'taught and caught' character education. We are being supported by the Jubilee Centre for Character and Virtues at the University, who have seconded a Teaching Fellow to develop a bespoke scheme of work and set of resources for the new School. Character Education is about the acquisition and strengthening of virtues – these are the traits that sustain a well-rounded life and a thriving society. We are as interested in the development of moral virtues such as compassion, empathy, honesty, humility loyalty and sensitivity as we are in performance virtues such as ambition, creativity, curiosity, determination and resilience. We want our pupils to become better people not just become better in exams and our graduates should have the confidence to go on and deal with the tests of life in an educational system that seems to emphasise an accountability driven 'life of tests'.

The Character Education programme of study will be taught by Form Tutors in two 30 minute sessions per week.

2. Enrichment Programme

A second distinctive feature of the school is our extended school day in which a programme of enrichment opportunities is delivered at present over five hours each week by all teaching staff, supported by the wider University community (academic staff and physical resources).

To deliver this currently there is an extended lunchtime of two hours on Monday and Friday, in addition to Wednesday afternoons, during which time there is no teaching of the 'normal' curriculum. This ensures there is sufficient time to do something meaningful, reduces the risk of only volunteers participating in enrichment activities and capitalises on the availability of staff and facilities at the University.

This timetabled opportunity allows the teaching staff, alongside trainee teachers, university sports coaches and staff to provide an unparalleled programme of activities. It also allows us to host special events, e.g. for languages, visiting theatre groups, PSHE and SRE presentations by experts. As the students move up through the School an increasing amount of this time will be used to access the expertise of the University, through attending lectures and seminars, utilising specialist resources such as laboratories with state of the art equipment in science and engineering, mentoring from undergraduates and advice from admissions tutors. This time is also be available to undertake community service in local primary schools, care homes and hospices, and for a wide range of trips and visits.

3. Links with the University of Birmingham

Another distinctive feature of the School is the sheer scale and possibilities created through the extensive links with the University resources, staff, students, and alumni. This aspect is so crucial to our distinctive offer that it will be overseen by a dedicated University-School Liaison Committee. The full range of opportunities is still in development and will continue to grow as the School grows but includes:

- Access to the new £55 million sports centre, the new Bramall Music Building, the refurbished Lapworth Museum and the Barber Institute of Fine Arts.
- Staff from the School linking with academic departments as associate members of staff, with access to Library resources, e-journals, lectures, seminars, and other departmental events.
- Subject specific, pastoral and UCAS application support for School pupils from students and staff within different University Colleges and Departments.
- Access to the extensive variety of sports coaches and clubs for all and elite performance development.
- Support from student clubs and societies.
- Development of a sector-leading careers programme, with the support of the University of Birmingham's Award Winning Careers Network.
- Guest lectures, seminars and workshops in School delivered by leading academics.
- Use of facilities and workshops on the University campus.

4. University Training School

The final significant difference is our status as the only secondary 'University Training School' in the UK. The School is ideally placed to respond to the Secretary of State for Education's intention that there should be a significant move to school based teacher training. As a centre for teaching and on-going teacher education and research we hope to inform national policy and practice.

Staff will be expected to continue to develop their professional knowledge and skills and to have, or encouraged to work towards, a Masters Level qualification. Teaching staff also have close contact with their respective academic departments in the University and the University Library (including electronic resources).

As the School grows to full capacity over the next four years there will further career opportunities for staff and trainees. We aim to nurture and develop the next generation of school leaders who can go on to make a real impact on the lives of thousands of youngsters by ensuring their schools also provide a first class standard of teaching in learning through a broad and balanced academic and enriched curriculum.

Why should you apply to work at the University of Birmingham School?

We are committed to developing a school of the future, one focused to self-improvement and the pursuit of excellence in all aspects of our work and play. We aim to nurture, encourage and challenge all of our students to make the best of the opportunities available, to enjoy their time with us, and to realise their potential so that they can go on to make a real difference to other people and the communities in which they live.

We are seeking to recruit committed and ambitious individuals determined to transform the lives of our youngsters. In return, you will have the opportunity to work in outstanding facilities, with and for aspirational children and their parents/carers, and receive the best quality professional pedagogical and academic support to continue to develop your knowledge and skills in a unique and high profile environment. You will also have access to the physical and intellectual resources of a world class University which is determined to ensure this school is a happy and successful community from day one.

As the School grows to full capacity, the department and pastoral teams will grow and dependent also on performance, this will be reflected in the payment to those who hold leadership or responsibility positions. In addition, there will be growing opportunities to be involved in a whole myriad of professional development opportunities (including having access to Master and Doctorate level courses through the School of Education) as we seek to exploit our position and utilise our resources to lead on research based teaching and learning.

We aim to play a full part in the learning community of Birmingham and beyond by developing exciting and ground breaking relationships with businesses and collaborations with other primary and secondary schools.

Whilst we will be expecting a lot of each member of our community, the well-being and happiness of all is a priority. From experience we believe that people work best in institutions that value and promote a 'high accountability but high autonomy' approach. But from time to time, events happen that affect our personal and working lives. Under such circumstances we will endeavour to provide the flexibility in approach and seek to provide access to whatever resources are required to support you when you need them.

We will expect you to do your best, to be an outstanding role model, to be committed to self-improvement, and, like the students, to fully utilise the opportunities available. We do hope, along the way, you will enjoy yourself and get the personal satisfaction and reward from doing what is the most important role in a modern society.

We look forward to receiving your application to what is a new school for Birmingham, a school of tomorrow, the University of Birmingham School. We intend that our graduates will go on 'make a difference' to the lives of others – the real value of a high quality education. Come and help us achieve this ambitious goal.

Indicative Pay and Benefits

Commitment to Staff

We recognise that our staff will be the School's most important asset and will value the commitment, support and goodwill of all those working at the School. To match our high expectations, we will ensure that we provide enhanced pay and benefits by:

- paying staff a single salary for doing an excellent job;
- broadly reflecting but simplifying the Standard Teachers Pay and Conditions Document (STPCD) whilst offering competitive, enhanced pay and benefits to match our enhanced expectations;
- maintaining a properly remunerated leadership and management structure within the School that reflects the levels of responsibility that staff undertake;
- making fair, justifiable, open, objective, and accountable decisions within agreed policies and procedures;

- promoting excellence, as well as a sustained, substantial contribution to the distinctive nature of the School;
- putting care for staff, their wellbeing and professional development at the heart of the School;
- establishing a culture of robust performance development and appraisal to underpin this policy;
- developing and maintaining a harmonious working environment.

Salary Scales

Classroom Teachers and Subject Leaders

Spine Point	Classroom Teachers	Music, Art, History, Geography, DT, RS, Computing	Biology, Chemistry, Physics, Languages, PE	Maths & English
UoBS 1	£25,373			
UoBS 2	£27,295			
UoBS 3	£29,413			
UoBS 4	£31,599			
UoBS 5	£34,010			
UoBS 6	£36,971	£36,971	£36,971	£36,971
UoBS 7	£37,812	£37,812	£37,812	£37,812
UoBS 8	£38,654	£38,654	£38,654	£38,654
UoBS 9	£40,050	£40,050	£40,050	£40,050
UoBS 10	£41,490	£41,490	£41,490	£41,490
UoBS 11		£43,087	£43,087	£43,087
UoBS 12		£44,664	£44,664	£44,664
UoBS 13		£46,240	£46,240	£46,240
UoBS 14			£47,816	£47,816
UoBS 15				£49,393
UoBS16				£50,969

Pension

All teaching staff will be eligible to contribute to the Teachers' Pension Scheme.

Benefits

It is intended that staff at the University of Birmingham School have access to the following benefits offered by the University, including salary sacrifice schemes. Other employee wellbeing support will be developed over the coming months.

Professional development	Access to University Library services and resources Links to relevant University academic departments Access to Masters and Doctorate programmes Access to University-led professional development courses
Travel	Cycle scheme Car leasing scheme Discounted travel passes
Family	Childcare vouchers University nurseries
Health & wellbeing	University staff rates at the new £55m Sports Centre Dental and medical insurance Health cash plan

University of Birmingham School
Subject Leader - Job Description

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Post Title: **Subject Leader – Physics**
Salary: **University of Birmingham Pay Scale**
Reporting to: **Vice-Principal**

This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Principal. It is vital that, as the new School grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.

Core Purpose

To provide outstanding leadership, strategic direction and management of the Department/Subject throughout the School in order to secure high quality teaching and learning, raise standards of attainment and to ensure the progress, achievement and enjoyment of all pupils.

General Leadership Responsibilities

To contribute, under the overall direction of the Principal, in:

- Managing staff and resources.
- Supporting the School's responsibility to provide opportunities for personal and professional growth of all staff.
- Creating a school environment with an outstanding care and guidance of, and for, each other.
- Ensuring that there is outstanding achievement, behaviour, leadership and teaching and learning across the School.
- Monitoring the progress of strategy and policies in accordance with the policies of the School and the School Development Plan determined by the Governing Body.

General Duties

In addition to the Job Description of all teachers at the University of Birmingham School, Subject Leaders/Heads of Department also have the following roles and responsibilities.

A Strategic Planning and School Self-Evaluation:

- To lead on planning, reviewing, monitoring and evaluating the delivery of your subject in the School having regard to current and future developments in order to raise standards.
- Through your role as a middle leader to have a strategic impact on the School by participating in corporate leadership duties, leading on whole school initiatives and working within the time demands of the role.

B Operational:

- To take part rigorously and effectively in the School's monitoring and evaluation cycle ensuring deadlines are met, results are shared and appropriate action is taken (e.g. produce a Departmental Handbook and Self-Evaluation Form in line with School requirements and to update it annually).
- To keep public exam syllabuses/specifications under review.
- To be responsible for public examination entries in consultation with the Vice-Principal and Examinations Officer.
- To provide a summary of the programme of study for each year group for publication on the school website, virtual learning environment, pupil revision booklets and for inclusion in the relevant transition booklets.
- To be responsible for all internal assessments ensuring that relevant data is collected and entered onto the School Information Management System and/or passed on to the Data Manager for processing (as appropriate to School procedures) and that interventions are planned according to the information gleaned.
- To ensure cover work is set when members of the department are absent.
- To be responsible for all departmental rooms, having regard to aspects of Health and Safety.
- The delivery of attractive displays across all classrooms to provide an encouraging learning environment.
- To manage the departmental budget effectively and to keep accurate accounts.
- To ensure the organisation of resources within the department, having regard to security, stock taking, update of the department/school asset register.
- To chair departmental meetings providing agendas and minutes to all relevant staff.
- Provide information and administrative returns, as and when required, by members of the Senior Leadership Team making sure deadlines are met.
- To keep records and files of evidence of all monitoring, activities, meetings and outcomes including exemplar work as evidence.

C Pupils:

- To create a climate which will supports and encourages all pupils in the subject.
- To track and monitor the academic progress of all pupils in the subject including: the Gifted, Able and Talented, those with SEND, Looked-after Children, Pupil Premium, English as an additional language, and liaise with the SENCO, Head of Year and relevant Senior Leadership line-manager.
- To ensure that all pupils make good progress by using prior attainment data and tracking to identify underachieving individual pupils or groups of pupils and where necessary create and implement effective interventions to support those pupils.
- To recognise and acknowledge all aspects of achievement and implement the schools rewards/merits systems consistently.
- To follow up discipline matters within the department in accordance with the School Behaviour Policy and to implement appropriate sanctions.

D Staff Accountability, Support and Development:

- To create a climate which supports and encourages all departmental staff together with the professional services staff (administrative, technical and the SEN Department) who, from time to time, will work to support the work in your department.
- To take advantage of relevant opportunities for professional development in line with personal, department and school priorities.

- Establish links with the relevant staff in the School of Education and University Subject Department(s) in order to support curriculum development together with the planning and delivery of the enrichment programme.
- Provide departmental training and implement all lesson observation strategies (learning walks, triads and via Performance development) in the School designed to share best practice.
- To implement the School's Performance Development Policy and to be responsible for the leadership, guidance, direction and support of members of the department.
- To play an active role in the recruitment of staff.
- To provide effective support for ITE trainees, NQTs, RQT and RQT+1 teachers in conjunction with the Vice-Principal (Teaching and Learning) responsible.
- To be responsible for, and insist that calm, orderly, purposeful lessons take place throughout the department with due reference to planning, pace and differentiation.
- To insist on punctual arrival for lessons and continual classroom supervision by departmental staff.
- To support those staff, with whom there are concerns, to ensure that opportunities for improvement are available through peer observation, coaching and mentoring, target setting and continuing professional development opportunities.
- To ensure teachers in the Department complete all aspects of the target setting, assessment, reporting and audit cycle on time and to the highest standard.

E Teaching and Learning:

- To develop and update schemes of work.
- To plan, promote and support intervention strategies for all year groups and in particular public exam cohorts.
- To promote the use of ICT both to enhance teaching and learning and for administration purposes.
- To monitor and evaluate the teaching and learning in the subject through results' analysis, formal and informal observations, drop-ins, work sampling and checking planning in order to ensure pupil progress and attainment.
- To ensure that the School Assessment Policy and Departmental Marking Policy is strictly adhered to by checking and monitoring marking within the department (including records and work sampling) on a regular basis, ensuring marking is formative and pupils are aware of the level/standard they are working at and how to make progress.
- To ensure that displays in classrooms are attractive and include pupil level/grade information and exemplars of levelled/graded work and that all pupils have copies of such information in their exercise books including the departmental marking policy.
- To monitor the setting of appropriate homework and assessments for all pupils in the subject.
- Leading by example to plan and teach high quality lessons at all times.
- To teach across the whole age and ability range.
- To ensure the consistent promotion of Literacy and Numeracy within the subject.
- To ensure the best available provision for pupils with Special Education Needs and Disability within the department through close liaison with the SENCO and Learning Support staff and to ensure that the department is represented at SEN working party meetings. Ensure that all members of the department have copies of IEPs and that the relevant strategies are implemented.
- To lead a departmental review, in liaison with the line manager, on a three yearly cycle identifying strengths and areas of concern for development in a report to be presented to Governors.
- To ensure that there is an ethos of sharing good practice and resources among the department's teachers and provide opportunities for this to take place.

- Promote and support the organisation and planning of subject related activities and events to enhance teaching and learning.
- Promote and support the organisation and planning of subject related activities and events in the enrichment programme and through the delivery of extra-curricular activities.
- To liaise with external staff (e.g. form CAHMS, Educational Psychologist, Behaviour Support, Exclusions) in order to support pupil well-being and progress.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager.

F Other Requirements:

- To support and promote the School's vision and values.
- To develop, implement and monitor school policies with a commitment to high standards, high expectations and high achievement.
- To be aware of current educational developments and the conclusions of educational research as they may be relevant to practices and policies within the School.
- To be aware of all Safeguarding/Child Protection issues relevant to the department (e.g. planning for School Trips, monitoring of visitors to the School).
- To attend and contribute to middle leadership meetings.
- To attend relevant external meetings.
- To attend Senior Leadership Team and Governors' meetings when requested.
- To ensure consultation with other departments on cross curricular themes and needs.
- To have a high profile around the School generally and your subject area specifically (e.g. by regularly patrolling stairs and corridors and visiting classrooms).
- To be prepared to attend meetings and organise out of school hours interventions beyond directed time.
- To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
- It is the post-holder's responsibility to carry out their duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- The University of Birmingham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background wills not necessary debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.
- This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

UNIVERSITY OF BIRMINGHAM SCHOOL

Subject Leader - Person Specification **Teacher - Person Specification** E = Essential, D = Desirable (HT = How Tested, AF = Application Form, R = Reference, I = Interview)	**E**	**D**	**HT**
Qualifications			
5A*-B grades at GCSE including at least C grade in English and Mathematics	✓		AF
Qualified teacher status (QTS)	✓		AF
A Level Grades – AAB or better		✓	AF
Honours degree or equivalent in the subject that you teach	✓		AF
An Upper Second or 1st Class Degree		✓	AF
A Middle Leadership Qualification (e.g. NCSL – MLDP)		✓	AF
Working towards (e.g. PG Dip Ed) or having achieved a Master's Level Qualification (M Ed)		✓	AF
Personal			
Able to communicate well with other staff, students, parents and governors	✓		AF/I
Able to establish and manage professional relationships allied with an ability to inspire others	✓		R
Is optimistic, open to new opportunities and able to innovate	✓		R/I
Is resilient, particularly when facing difficult and challenging situations and questions	✓		R/I
Is sensitive, empathetic yet professionally and objectively detached when managing conflicts	✓		R/I
Ability to produce required outcomes with minimal supervision		✓	R
Knowledge and Experience			
Evidence of effective team leadership		✓	R
Understanding of the Ofsted framework and the self-evaluation process	✓		I
Experience of working with others to develop teaching and learning innovations and sharing best practice	✓		AF/I
Successful, recent teaching experience in a secondary school	✓		R
Experience of working with trainees teachers		✓	R
Is a trained and experienced ITE student mentor		✓	I
Is a trained and experienced ITE student mentor with Birmingham University		✓	I
Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information	✓		R/i
Experience of teaching subject to A level standard	✓		R
Has high expectations, sets and delivers high standards and commands credibility through expertise	✓		R
Provide verified evidence that over the last two years the value-added (using ALIS or similar) of AS and A Level students are positive (as a group)		✓	AF/R
Provide verified evidence that over the last two years the value-added (using ALIS or similar) of AS and A Level students are both positive and exceed school averages		✓	AF/R
Has experience of the Performance Development process – Lesson Observation Experience	✓		I
Has experience of undertaking Performance Development as a line manager		✓	I
Has experience of undertaking lesson observations		✓	I
Understands and can demonstrate what are the features of good/outstanding teaching and learning	✓		I

Complaints

If, following a future review amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by _____

(Signature of the Principal)

Copy received by _____ Date: _____

(Signature of teacher)