



|  | <b>Curriculum &amp; Learning Leader, Technology &amp; ICT - CRITERIA</b>   | <b>Essential / Desirable</b> |
|--|--|------------------------------|
| <b>Work related circumstances – professional values and practices of the Bishop Fraser Trust</b> | High expectations of all students and a strong commitment to inclusion; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to overcoming barriers and raising their educational achievements | E                            |
|  | Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners  | E                            |
|  | A passionate belief in the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work                                     | E                            |
|  | Safeguarding - Ability to form and maintain appropriate relationships and personal boundaries with children and young people and support the Trust's agenda for safeguarding   | E                            |
|  | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice   | E                            |
|  | Able to liaise sensitively and effectively with parents and carers recognising their role in student learning  | E                            |
|  | Commitment to the pursuit of continuous professional development by oneself and others   | E                            |
|  | Flexible with an ability to be able to embrace and generate change   | E                            |
| <b>Personal Qualities</b>  | Proven recognition of leadership potential   | E                            |
|  | Strongly self-motivated with personal resilience, persistence and perseverance.  | E                            |
|  | Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness  | E                            |
|  | Presence, dynamism, good sense of humour and approachability   | E                            |
|  | Strong intellect underpinned by a clear moral compass, instinct and intuition  | E                            |
|  | Conscientious and diligent work ethic  | E                            |
|  | High standard of professional personal presentation with an excellent attendance and time-keeping record   | E                            |
|  | Patience, kindness and understanding   | E                            |
| <b>Role Specific Professional Dispositions</b>   | Evidence that the candidate perceives that the role of the teacher is to provide effectively for <b>all</b> of their learners through identifying individual needs and providing appropriate teaching                                      | E                            |
|  | As a tutor, the ability to guide students' academic, personal and professional development, in accordance with the academy's guidelines and procedures   | E                            |
|  | The ability to work in collaboration with other members of staff to develop and manage cross curricular projects.  | E                            |
|  | The ability to direct the work of non-teaching staff allocated to support the learning of students in the classroom  | E                            |
| <b>Qualifications</b>  | Honours degree   | E                            |
|  | Qualified Teacher Status or equivalent in specialist area  | E                            |
|  | Relevant DATA qualifications or willingness to undertake   | E                            |
|  | Middle Leader qualification  | D                            |

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|----------------------|--|-----------------------|
|                      | Further study – higher or professional qualification   | D                     |
| Experience           | Successful and sustained delivery of outstanding attainment and achievement.   | E                     |
|                      | Track record of outstanding learning and teaching practice   | E                     |
|                      | To be able to demonstrate leadership on a successful learning initiative / strategy  | E                     |
|                      | Partnership working and collaboration within a school, college or local authority context.                                 | E                     |
|                      | Experience of managing others' performance and both supporting and holding colleagues to account                           | E                     |
|                      | Developing and leading the implementation and monitoring of successful strategies to improve student performance           | E                     |
|                      | To have an innovative approach to teaching and learning and the ability to demonstrate the completion of projects          | E                     |
|                      | To be registered with an external exam board as a marker of examinations   | D                     |
|                      | Experience of teaching a second subject  | E                     |
|                      | Experience of successfully teaching students with challenging behaviour  | E                     |
|                      | To have delivered INSET to teaching staff  | E                     |
|                      | Engagement with other organisations to enrich students' experiences  | E                     |
|                      | Track record of successfully teaching KS5  | E                     |
| Curriculum           | Clear evidence of current knowledge and views in subject and curriculum development  | E                     |
|                      | A thorough knowledge of curricula, specifications and assessment criteria  | E                     |
|                      | Ability to plan for progression and implement developments effectively   | E                     |
|                      | Ability to review, evaluate and implement schemes of work and syllabus   | E                     |
|                      | A willingness to develop a project based approach to Design Technology at KS3  | E                     |
|                      | Understanding of the importance of links with KS2  | D                     |
|                      | A good working knowledge of assessment for learning processes and practices  | E                     |
| Knowledge            | Excellent levels of literacy   | E                     |
|                      | A good understanding of external examination requirements  | E                     |
|                      | Ability to understand and interpret complex information to identify appropriate intervention and maximise student progress | E                     |
|                      | Ability to swiftly adapt to and utilise new systems and software   | E                     |
| Skills               | Ability to work autonomously, prioritise conflicting demands and thrive under pressure.                                    | E                     |
|                      | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. | E                     |
|                      | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.                | E                     |
|                      | Can demonstrate high standards of classroom management and discipline in a consistent manner                               | E                     |
|                      | Ability to use technology and appropriate software to enhance learning   | E                     |
|                      | High order ICT skills and experience of utilising a range of software programmes to record and analyse data                | E                     |
|                      | Ability to use Management Information Systems (e.g. SIMs)  | E                     |
| Communication skills | Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences  | E                     |
|                      | Ability to conduct difficult conversations in supporting and challenging underperformance of colleagues                    | E                     |