The selection process is based on these criteria. At each stage of the selection process, an assessment will be made of the merits of each application to determine how far the criteria have been met.

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|  | **Requirement** | **Criteria** | |
|  | **Education, Qualification and Training** | - DFES qualified teacher status.  - Evidence of undertaking in-service training or attending conferences focused on developing professional skills and updating knowledge.  - Competency in the use of ICT as a curricular and administrative tool. | |
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|  | **Experience** | - At least two years relevant and successful experience of teaching within a Department, Year Group, or equivalent.  - Successful experience of management responsibilities i.e. managing staff and resources and developing educational strategies in a school or similar education related setting in the context of change.  - Effective partnership working with other agencies, for example, Further and Community Education Services, Business, Feeder Primaries and Partner Schools.  - Successful experience of introducing or implementing change and / or innovation in a school or similar setting.  - Experience of success in teaching the national curriculum in KS3 and in the relevant subject. | |
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|  | **Skills and abilities** | - To develop and deliver a radical subject curriculum that meets the needs of all students, providing rapid catch-up for those that fall behind and stretching those that can progress faster than their peers.  - To develop and implement appropriate measures to maximise the levels of educational achievement by all learners at the school.  - To develop and deliver a vision for the subject which helps to carry forward the ambitious plans for the school.  - To work as a member of the Learning Area Team. | |
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|  | **Management skills** | - To plan and manage the use of financial resources in an education setting.  - To exercise effective staff management, and to lead and motivate others.  - To generate effective working relationships at all levels.  - To communicate clearly and effectively using a range of methods, as appropriate, to a variety of audiences. |
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|  | **Knowledge and understanding of:** | - Current educational developments and legislative changes.  - The major changes in the curriculum currently facing all schools, including monitoring and evaluation of curriculum delivery.  - The principles of assessment and effective record keeping and their use to promote the personal development / progression of students.  - The nature and needs of students and communities in inner city areas, such as Newham.  - The potential to develop educational programmes to meet individual learning needs.  - The provision that will be required to meet the special educational needs of all students within the subject.  - Approaches to embedding independent learning in a secondary school setting, supported by ICT.  - Issues of progression between the Key Stages and into post 16 provision.  - Work related learning and vocational qualifications.  - Effective quality assurance approaches, including performance management and staff development. |
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|  | **Commitment to and understanding of:** | - The implementation of Equal Opportunities practice throughout the school.  - The implementation of the Authority’s policy of inclusive education.  - The involvement of the Governors in the organisation of the school.  - The promotion of community education and parental, business and community involvement in, and access to schools. |