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**Person Specification for the post of Faculty Leader - Maths**

**Key: A application, I interview, O observation**

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| **Requirements** | **Essential** | **Desirable** | **Method of Assessment** |
| **1. TRAINING AND QUALIFICATIONS** |
| 1.1 | Qualified Teacher Status | **X** |  | A |
| 1.2 | Honours degree |  | **X** | A |
| **2. EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT** |  |  |  |
| 2.1 | Experience of leading teaching and learning initiatives |  | **x** | A,I |
| 2.2 | Participation and leading of good training and development opportunities | **X** |  | A,I |
| 2.3 | Significant experience of teaching and working in secondary schools | **x** |  | A |
| 2.4 | Significant evidence of outstanding GCSE results  | **X** |  | A,I |
| 2.5 | An outstanding practitioner | **X** |  | A,I,O |
| 2.6 | Experience of teaching students with different abilities including SEN |  | **X** | A,I |
| 2.7 | Experience of data analysis, evaluating tracking information and developing effective assessment procedures |  | **X** | A,I |
| 2.8 | Have an assured understanding of Quality Assurance in schools and the role that appraisal, lesson observations, work scrutiny etc. play in this |  | **X** | A,I |
| 2.9 | Able to demonstrate effective use of ICT to support learning | **X** |  | A,I,O |
| 2.10 | Outstanding subject knowledge | **x** |  |  |
| **3. WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES & PRACTICES** |  |  |  |
| 3.1 | High expectations of all pupils and students; a respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational and wider achievements | **X** |  | A,I,O |
| 3.2 | Experience of forming and maintaining links with other educational providers and specialists |  | **X** | A,I |
| 3.3 | Ability to build and maintain successful relationships with students, to treat them with respect and consideration; to demonstrate interest in their contributions to school life, and to be committed to their well-being ; to enthuse and encourage them | **X** |  | A,I,O |
| 3.4 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the colleagues with whom they work | **X** |  | A,I |
| 3.5 | Able to liaise sensitively and effectively with colleagues, parents and carers recognising their importance to the school | **X** |  | A,I |
| 3.6 | Able to improve own practice through observations, evaluations and discussion with colleagues, being self-critical and reflective | **X** |  | A,I |
| 3.7 | Awareness of the key issues in teaching and learning, curriculum provision, and accountability in the new secondary framework |  | **X** | A,I |
| 3.8 | Awareness of current exam changes and requirements at 14-16  |  | **X** | A,I |
| 3.9 | Demonstrate an understanding of good CPD opportunities for all staff |  | **X** | A,I |
| 3.10 | Able to demonstrate knowledge and a good understanding of safeguarding procedures and a commitment to the well-being of all students | **X** |  | A,I |
| 3.11 | Ability to work effectively in a team, understanding the theory and practice of leadership and management |  | **X** | A,I |

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| **4. PERSONAL SKILLS AND ABILITIES** |  |  |  |
| 4.1 | Excellent Leadership, communication and interpersonal skills | **X** |  | A,I |
| 4.2 | Value diversity – listen to, support and respect contributions from all students, colleagues without prejudice | **X** |  | A,I |
| 4.3 | Have a sense of fun, be resilient, pro-active, be an optimist, enjoy working with people, finding solutions | **X** |  | A,I |
| 4.4 | Flexible approach | **X** |  | A,I |
| 4.5 | Able to motivate and inspire staff and students | **X** |  | A,I |
| 4.6 | Ability to build effective relationships with governors, parents, community and other schools | **X** |  | A,I |

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