

**Assistant Curriculum Lead**  
**with Subject Responsibility for Science, PSHE and Outdoor Learning**  
**(including Allotments and Eco Schools) TLR 2.1**  
**Person Specification**



Elements required to undertake the job are provided under specific headings.

Each element is essential or desirable as indicated by an E or D in the E/D column.

The final column indicates how the element will be assessed: A= Application

I= Interview

T=Task

R= Reference

When completing your application letter, please ensure you demonstrate through evidence, how you meet the criteria.

A	Professional Training and Qualifications		
A1	Qualified Teacher Status (QTS)	E	A
A2	Degree or equivalent	E	A
A3	Relevant professional development and/or academic study and evidence of CPD	D	A
A4	Up to date Safeguarding training	E	A
A5	First aid certificate	D	A

B	Experience		
B1	Experience as a teacher with secure judgements of good and outstanding teaching and the ability to model this for others and support others to improve	E	A/R
B2	Successful experience of working with pupils who have SEND, vulnerable pupils and more able	E	A
B3	Experience of building positive professional relationships with all stakeholders and all pupils	E	A/R
B4	Experience of successful leadership of a subject within an educational setting	D	A/R/I
B5	Involvement in action planning and implementation of action plans.	D	A/R
B6	Experience of analysing and using data, assessment and target setting to raise standards	D	A/R/I
B7	Experience of working with external agencies	D	A/I
B8	Experience of positive behaviour management with positive outcomes	E	A
B9	Experience of using technology effectively in the classroom	E	A/T/I
B10	Experience of leading / delivering effective INSET, CPD or briefings	D	A/T/I
B11	Experience of organising school events	D	A/T/I
B12	Evidence of supporting others to improve the quality of education	D	A/T/I
B13	Evidence of effective strategic planning that improves the quality of education in a subject	D	A/T/I

C	Professional Knowledge, Skills and Understanding		
C1	Can lead change listening to, reflecting and acting on feedback; inspiring teams to achieve goals	E	A/R/T
C2	Has a clear understanding of Barlow's values, vision and aims and how they provide the context for school improvement	E	A/T/I
C3	Ability to provide professional leadership and management of a staff team to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all	E	A/R/I
C4	Knowledge of the EYFS and National Curriculum for KS1 and KS2 and current issues in Education	E	A/T/I
C5	Proven track record of effective range of behaviour management strategies	E	A/I
C6	Committed to the development of an open and fair culture and is able to manage conflict	E	A/R
C7	Ability to use data effectively in setting targets	E	A/R
C8	Is able to build and maintain effective relationships with parents, carers, stakeholders and wider community to enhance the education of all members of the school community and raise standards	E	A/R
C9	Commitment to contribute to the wider life of the school	E	A/I
C10	Knowledge of the Equality Act and how this relates to work in schools.	E	A/I
C11	Able to develop and monitor the implementation of school policies and procedures	D	A/I/T
C12	Knowledge of Safeguarding policy and procedure and able to demonstrate commitment to safeguarding promoting the welfare of children	E	A/I/T

D	Professional attributes		
D1	Is able to manage, inspire, encourage and empower staff, working with integrity and in line with the vision and ethos of the school and senior leadership team	E	A/R
D2	Is be able to demonstrate high levels of IT competency and effective use in the classroom	E	A/R/T
D3	Demonstrates a commitment to achieving the best outcomes for all pupils	E	A/R/I/T
D4	Hardworking, able to work under pressure, manage time effectively, prioritise and adapt to change quickly	E	A/R/I/T
D5	Ability to use appropriate coaching and mentoring skills with adults and pupils	D	A/R
D6	Be an excellent communicator and have strong interpersonal skills (written, verbal and aural) to engage with the whole school community and beyond	E	A/T/I
D7	Is approachable, accessible, able to mange and empower staff, inspiring others	E	A/R
D8	An ability to work with staff, pupils and their families in a sensitive and positive way.	E	A/T/R