

**THE GRANGE SCHOOL**

**Person Specification**

***Position:* Curriculum Co-ordinator Person Specification**

**i) Training and Qualifications:**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualified Teacher Status (QTS) | ✓ |  |
| Experience of two schools |  | ✓ |
| Degree | ✓ |  |
| Higher Degree |  | ✓ |
| Recent participation in a range of In-service  | ✓ |  |

**iii) Experience of successful teaching:**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Display excellence in teaching ability  | ✓ |  |
| At least 3 years’ teaching experience in Secondary School. | ✓ |  |
| Experience in the development of teaching and teachers. | ✓ |  |
| Experience of successful teaching in more than one Key Stage  | ✓ |  |

**Professional Knowledge, Qualities and Abilities:**

**Knowledge:**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Understanding of the characteristics of high quality teaching and effective learning  | ✓ |  |
| High degree of knowledge of current generic developments in teaching and learning | ✓ |  |
| Successful track record in achieving good outcomes for students. | ✓ |  |
| Models principles of effective learning and teaching | ✓ |  |
| Strategies for ensuring inclusion, diversity and access | ✓ |  |
| The relationship between managing performance, CPD and sustained school improvement | ✓ |  |
| Principles and coaching for teacher development | ✓ |  |
| Principles and strategies of school improvement  | ✓ |  |
| The use of a range of evidence including: performance data, to support, monitor, evaluate and improve aspects of teacher development. | ✓ |  |
| The work of other agencies and opportunities for collaboration | ✓ |  |

**Personal Qualities and Abilities:**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Be able to build effective and positive working relationships. | ✓ |  |
| Inspire, challenge, and motivate others to grow as teachers. | ✓ |  |
| Model the values and vision of the school.  | ✓ |  |
| Demonstrate personal enthusiasm for and commitment to the learning process. | ✓ |  |
| Demonstrate the principles and practice of effective learning and teaching | ✓ |  |
| Acknowledge excellence and challenge poor performance  | ✓ |  |
| Be professional, discreet, diplomatic and encouraging.  | ✓ |  |
| Committed to personal learning and development | ✓ |  |

**Other Requirements:**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Application forms should be completed in full | ✓ |  |
| Letter of Application should be * clear and concise
 | ✓ |  |
| * Underpinned by an overall philosophy for education
 | ✓ |  |
| * Address the criteria identified in the person specification
 | ✓ |  |

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**Confidential References and Reports:**

|  |  |
| --- | --- |
|  | Essential |
| Written reference(s) only will be considered | ✓ |
| References will confirm professional and personal knowledge, skills and abilities as referred to above | ✓ |
| One of the references to include current Headteacher | ✓ |
| Positive recommendations, without reservation, from referees | ✓ |