

**Alder Community High School**  
**Person Specification**

**Post:** Curriculum Leader

**Salary scale:** MPS/UPS + TLR1a

**Note to Applicants:**

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **Evidence** column shows how the School will obtain the necessary information about you. The evidence will be the Application form (A), Letter (L), Interview and selection processes (I) and references (R). The essential criteria will be used for short listing and if all candidates meet the essential criteria then the desirable criteria will be used

	Essential	Evidence	Desirable	Evidence
<b>Training, Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>➤ Degree</li> <li>➤ Qualified Teacher Status</li> <li>➤ evidence of further professional development in preparation for leadership</li> <li>➤ had experience of teaching across the age and ability range</li> </ul>	A A A,L  A L, I	<ul style="list-style-type: none"> <li>➤ Experience of more than school</li> <li>➤ had experience of curriculum development</li> </ul>	A  L, I
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>➤ work collaboratively with colleagues</li> <li>➤ develop constructive relationships with students</li> <li>➤ develop a positive ethos within the teaching area</li> <li>➤ communicate effectively with students, parents and colleagues</li> <li>➤ ability to work effectively under pressure</li> <li>➤ a sense of humour and perspective!</li> </ul>	L, I, R L, I, R L, I, R L, I, R L, I, R I, R	<ul style="list-style-type: none"> <li>➤ a deep understanding of emotional intelligence</li> </ul>	I
<b>Knowledge and Skills (teaching and learning)</b>	<ul style="list-style-type: none"> <li>➤ be a successful classroom teacher with sound management of student behaviour</li> <li>➤ be able to match the curriculum to the needs of individual students</li> <li>➤ have direct experience of a variety of teaching and learning styles</li> <li>➤ experience of providing strategies for students with SEN</li> <li>➤ experience of assessing, recording and reporting on students' work</li> </ul>	L, I, R  L, I, R L, I, R	<ul style="list-style-type: none"> <li>➤ demonstration of raising standards across the department or for cohorts of students across the school</li> </ul>	L, I

	Essential	Evidence	Desirable	Evidence
	➤ a clear commitment to equal opportunities	L, I		
<b>Knowledge and Skills (curriculum)</b>	<ul style="list-style-type: none"> <li>➤ a sound knowledge and understanding of his/her subject</li> <li>➤ an understanding of how data can be used to inform learning and set targets</li> <li>➤ have had direct experience of organising an aspect of the curriculum</li> <li>➤ experience of using ICT in the classroom</li> <li>➤ an understanding of how schemes of work can address wider curriculum issues such as citizenship, communication skills and the social, cultural, moral and spiritual development of students and more recently, British Values</li> </ul>	I L, I L, I L, I L, I	<ul style="list-style-type: none"> <li>➤ Experience of writing schemes of work that enable progression at all levels</li> </ul>	
<b>Leadership and management</b>	➤ evidence of leading people or experience of leading an initiative either departmental based or whole school	L, I, R		