

**Person Specification**  
**Deputy Faculty Leader (L4-8)**

Criteria	Essential	Desirable	Assessed through
Qualifications	<ol style="list-style-type: none"> <li>1. Educated to degree level</li> <li>2. Qualified Teacher Status (or equivalent)</li> </ol>	<ol style="list-style-type: none"> <li>A. Degree in related subject area</li> <li>B. Evidence of ongoing professional development</li> <li>C. Further relevant professional or academic qualifications</li> </ol>	All - Application form & Certificates
Experience	<ol style="list-style-type: none"> <li>1. Work or training in a secondary school environment</li> <li>2. Successful experience of teaching GCSE, BTEC or A level qualifications</li> <li>3. Evidence of effective teaching that has supported students in making strong progress.</li> <li>4. Relevant leadership experience e.g. TLR2</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of exam board marking or moderation</li> <li>B. Experience of curriculum planning</li> <li>C. Clear understanding of relevant Ofsted frameworks</li> </ol>	All - Application form & References
Leadership qualities	<ol style="list-style-type: none"> <li>1. Beliefs and values that are aligned with those held by the school.</li> <li>2. A clear vision for the faculty.</li> <li>3. Ability to both support and challenge staff within various contexts.</li> <li>4. Ability to effectively communicate ideas and concepts</li> <li>5. Ability to effectively interpret individual, class level and subject level data and use to inform sound decisions.</li> </ol>	<ol style="list-style-type: none"> <li>A. Experience of appraising staff, resolving disputes and managing day to day human resources issues.</li> <li>B. Ability to demonstrate an awareness and understanding of the 'bigger picture'.</li> <li>C. The ability to interpret data to judge when intervention activities need to take place and to proactively organise these with staff.</li> </ol>	All - Application form, references and interview day activities



Knowledge & Understanding	<ol style="list-style-type: none"> <li>1. Understanding and commitment to safeguarding and child protection procedures</li> <li>2. Strong, up to date knowledge of the curriculum in your specialist area.</li> <li>3. Ability to design, implement and evaluate effective, imaginative and interesting lessons and schemes of work</li> <li>4. Ability to effectively evaluate provision in your subject area.</li> <li>5. Strong understanding of cognitive learning methods</li> <li>6. Understanding of effective techniques in raising attainment and standards in your subject area.</li> <li>7. Strong understanding of effective behaviour management strategies.</li> </ol>	<ol style="list-style-type: none"> <li>A. Good understanding of SEND and strategies to ensure needs are met</li> <li>B. Membership of relevant subject/professional body</li> <li>C. Experience of successfully implementing restorative practices</li> <li>D. Understanding of the current Ofsted framework</li> </ol>	<ol style="list-style-type: none"> <li>1 - Application form / Interview</li> <li>2 - Application form / Curriculum activity</li> <li>3 - Application form / Interview day activity</li> <li>4 - Application form / Interview day activity</li> <li>5 - Application form / Interview</li> <li>6 - Application form / Interview</li> <li>7 - Application form / Interview</li> <li>A - Application form / Curriculum activity / interview</li> <li>B - Application form</li> <li>C - Interview day</li> <li>D - Interview day</li> </ol>
Skills	<ol style="list-style-type: none"> <li>1. Ability to listen effectively and form good interpersonal relationships</li> <li>2. Ability to work independently or as part of a team as required</li> <li>3. Strong organisational and time management skills.</li> <li>4. The ability to use a variety of teaching and feedback strategies</li> <li>5. Ability to appropriately challenge ideas or beliefs they believe are wrong</li> </ol>		<ol style="list-style-type: none"> <li>1 - Application form / Lesson observation / Curriculum activity</li> <li>2 - Application form / References / Interview day</li> <li>3 - Interview day / References</li> <li>4 - Interview day / References</li> <li>5 - Interview day / References</li> <li>A - Interview / one to one discussion</li> </ol>
Personal values and qualities	<ol style="list-style-type: none"> <li>1. Pupil centred in decision making</li> <li>2. Belief in the value of restorative practices</li> <li>3. Ability to take personal accountability for performance</li> </ol>	<ol style="list-style-type: none"> <li>A. Potential for further promotion</li> <li>B. High levels of emotional intelligence.</li> <li>C. B. Resilience and the optimism to deal with day to day challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1 - Interview day</li> <li>2 - Interview day</li> <li>3 - Interview / one to one meeting / reference</li> <li>4 -Application form / interview / one to</li> </ol>



	<ul style="list-style-type: none"> <li>4. Evidence of a commitment to continuous personal development and improvement</li> <li>5. Ability to perform well when placed under pressure</li> <li>6. High levels of emotional intelligence</li> <li>7. Resilience and the optimism to deal with day to day challenges.</li> <li>8. Self confidence and the ability to make appropriate decisions.</li> <li>9. Regularly meets deadlines</li> <li>10. Forms positive and productive relationships with staff and children</li> <li>11. Honest and trustworthy</li> <li>12. High expectations of self and others</li> </ul>	<p>D. C. Self confidence and the ability to make appropriate decisions.</p>	<p>one meeting</p> <p>5 - Interview day / References</p> <p>6 - References / interview day</p> <p>7 - References / interview day</p> <p>8 - References / interview day</p> <p>9 - References</p> <p>10 - References / lesson observation / one to one meeting</p> <p>11 - References</p> <p>12 - References / one to one meeting / interview day</p> <p>A - Interview day / References</p> <p>B - Interview day / References</p> <p>C - Interview day / References</p> <p>D - Interview day / References</p>
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