

Person Specification - Faculty Director

(A = Application, I = Interview, T = Task, R=Reference)

| Qualifications | Essential | Desirable | A | I | T | R |
|---|-----------|-----------|---|---|---|---|
| <ul style="list-style-type: none"> Qualified teacher status in the UK – ECT's are encouraged to apply. | * | | * | | | |
| <ul style="list-style-type: none"> Educated to Degree level | * | | * | | | |
| <ul style="list-style-type: none"> Evidence of recent participation in a range of recent and relevant in-service training | | * | * | * | | |
| Professional Knowledge, Skills and Understanding | Essential | Desirable | A | I | T | |
| <ul style="list-style-type: none"> Demonstrate success in raising achievement | * | | | * | | * |
| <ul style="list-style-type: none"> The ability to create an outstanding learning and teaching environment for students, including disabled students and students from under represented groups | * | | * | * | | * |
| <ul style="list-style-type: none"> Knowledge of the National Curriculum and appropriate interventions for students to achieve success | * | | * | * | * | |
| <ul style="list-style-type: none"> Excellent behaviour management skills | * | | * | * | | * |
| <ul style="list-style-type: none"> Confident user of data, able to provide analysis and measure impact of interventions | * | | * | * | * | * |
| Experience | Essential | Desirable | A | I | T | |
| <ul style="list-style-type: none"> Planning and assessing pupils' work at various levels. | * | | * | | | |
| <ul style="list-style-type: none"> Excellent teaching skills and experience of full age and ability range 11 – 16. Able to provide a stimulating learning environment. | * | | * | | | |
| <ul style="list-style-type: none"> Has had some sole responsibility either within or outside your subject specialism. | | * | * | | | |
| <ul style="list-style-type: none"> Up to date with the latest resources relevant to all key stages. | * | | * | * | | |
| <ul style="list-style-type: none"> Able to identify strengths and weaknesses in both staff and pupils and act appropriately. | * | | * | * | | |
| <ul style="list-style-type: none"> Experience leading a team of colleagues and be able to lead and manage. | * | | * | | | |
| <ul style="list-style-type: none"> Experience of working with special needs pupils | | * | * | | | |
| <ul style="list-style-type: none"> Up to date with the latest policies, strategies and initiatives. | * | | * | | | * |
| Personal Qualities | Essential | Desirable | A | I | T | |
| <ul style="list-style-type: none"> Excellent communication and organisational skills with the ability to develop positive relationships with students, parents/carers and peers | * | | | * | | * |
| <ul style="list-style-type: none"> A good sense of wellbeing | * | | | * | | |
| <ul style="list-style-type: none"> High expectations of self and others | * | | * | * | | * |
| <ul style="list-style-type: none"> A flexible and adaptable approach | * | | | * | | * |
| <ul style="list-style-type: none"> An innovator with the desire to continue to learn and develop within the professional role | * | | | * | | * |
| <ul style="list-style-type: none"> Resilience and the determination to be | * | | | * | | |

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|---|------------------|------------------|----------|----------|----------|---|
| successful within this role and ambitious for the Academy and its students | | | | | | |
| Safeguarding Students | Essential | Desirable | A | I | T | |
| <ul style="list-style-type: none"> Committed to safeguarding and promoting the welfare of children and young people | * | | * | * | | * |
| Equality of Opportunity | Essential | Desirable | A | I | T | |
| <ul style="list-style-type: none"> The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to | * | | * | * | | * |