

PERSON SPECIFICATION – Head of Faculty

EXPERIENCE

- Strong professional development record
- An outstanding classroom practitioner across the age and ability range
- Experience in more than one school welcomed
- Evidence of leadership and management qualities showing the ability to be both a successful team leader and member
- Evidence of experience in safeguarding and inclusion provision
- Evidence of successful experience of raising achievement and meeting targets
- A proven and sustained track record at department or whole school level of positive impact upon attainment at key stage 4 and post 16
- Proven excellence in managing student conduct
- Evidence of improving departmental or whole school teaching, learning and classroom practice
- Evidence of contribution to management of performance issues and creating opportunities to develop others
- Experience of developing and sustaining positive relationships with parents, staff and students to establish ethos, consensus and capacity

QUALIFICATIONS AND TRAINING

- Degree and qualified teacher status
- Evidence of continuing professional development relating to leadership and management
- Evidence of further advanced study desirable

SKILLS/ABILITIES/KNOWLEDGE

- High expectations of self and students in order to raise achievement
- A proven ability to design monitor and evaluate classroom provision based on the identified learning needs of individual students
- A proven ability to develop appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies
- A proven ability to use data on a whole school level to raise performance
- A proven ability to work sensitively and effectively with colleagues in helping them to improve their everyday classroom practice
- Excellent written and oral communication
- Good team player/builder with the ability to set aspirational standards, provide professional direction and develop high performing teams
- Decision making skills including the ability to think creatively problem solve and identify opportunities.
- Ability to track student progress and use information to inform learning and teaching.
- To implement early intervention strategies to prevent under achievement
- Ability to seek, implement and support improvement where required
- Ability to prioritise, plan, organise, work under pressure and meet deadlines
- Empathy with young people of all levels and backgrounds

- Capacity for, and interest in, further promotion
- Contribute to the process of monitoring and evaluation of the department in line with agreed school procedures, including evaluation against quality standards and performance criteria
- Ability to organise and manage time
- Analytical skills, able to resolve complex issues effectively
- Understanding of the role and contribution of the Governing Body
- Ability to inspire confidence in others
- Leading by example
- Engage actively in the Performance Management process
- Able to convey information clearly, accurately, succinctly both verbally and in writing
- Excellent interpersonal skills

PERSONAL QUALITIES

- Ability to motivate and promote effective relationships with all members of the school community
- Sensitivity to and empathy with the needs of others
- Personal impact and presence
- Reliability, integrity and the ability to foster an efficient, positive, happy school atmosphere
- Ability to inculcate values and standards, leading by example
- Resilience and the ability to manage stress levels and to maintain professionally detached and balanced judgement
- Ability to maintain a perspective which keeps as a priority the best interests of all students
- A commitment to aspire to excellence both personally and as a member of a team
- Enthusiasm
- Commitment to equal opportunities
- Adaptability to changing circumstances and new ideas
- Ability to empower others to take ideas forward