



## Employee Specification Form

Post Number	
Job Title	Head of STEM Faculty – Wirral Hospitals’ School
Department	Children and Young People’s Department
Prepared by and date	Wirral Hospitals’ School

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
<p><b><u>Qualifications</u></b></p> <p>(i) Recognised teaching qualification.</p> <p>(ii) Recent professional development covering a range of educational issues associated with the post and the complex needs of the students.</p>	<p>A</p> <p>A</p>	<p>(i) Degree or further Degree.</p> <p>(ii) Evidence of further study relating to SEN (eg mental and emotional health).</p> <p>(iii) Full driving licence.</p>	<p>A</p> <p>A</p> <p>A</p>
<p><b><u>Experience</u></b></p> <p>(i) Proven success in teaching either maths or science to GCSE for at least 4 years.</p> <p>(ii) Significant experience of consistently delivering good/outstanding lessons.</p> <p>(iii) Demonstrate a successful track record of inspiring students and challenging other staff members to inspire.</p> <p>(iv) Demonstrate evidence of a commitment to the very best outcomes for all students, regardless of barriers.</p> <p>(v) Demonstrate successful experiences of engaging with key stakeholders; Governors; parents/carers; students, and other relevant outside agencies/organisations.</p> <p>(vi) Proven successful experience of contributing to the work of a department or faculty.</p> <p>(vii) Experience of working with, or alongside, colleagues to improve outcomes for students.</p>	<p>A/I</p> <p>A/I/R</p> <p>A/I/R</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>(i) Experience of line managing, and successfully leading, other teachers.</p> <p>(ii) Experience of a broad variety of educational settings.</p> <p>(iii) Experience and success of multi-agency working.</p> <p>(iv) Experience of working specifically with CAMHS / NHS / Social Care.</p> <p>(v) Experience of using data to support student progress beyond your own classes.</p> <p>(vi) Demonstrate a track record of partnership work in order to identify appropriate and timely interventions, where required.</p>	<p>A/I</p> <p>A</p> <p>A</p> <p>A</p> <p>A/I</p> <p>A/I</p>
<p><b><u>Knowledge and Skills</u></b></p> <p>(i) Within the area of teaching and learning, a strong understanding of what constitutes good to outstanding teaching, as well as the ability to identify how effectively learning is taking place in the classroom.</p> <p>(ii) A strong pedagogical understanding of how students learn, coupled with the ability to reflect on this and incorporate it into classroom practice.</p>	<p>A/I/R</p>	<p>(i) To have knowledge of various approaches to professional development and their implementation.</p> <p>(ii) To have the skills to be able to guide staff through the appraisal process, providing support and challenge as appropriate.</p>	<p>A/I</p> <p>A/I/R</p>

<p>(iii) To be a good communicator and demonstrate excellent interpersonal skills.</p> <p>(iv) To have high levels of organisational skills.</p> <p>(v) Confidence and competence in ICT.</p> <p>(vi) Ability to use data to identify trends in performance, spot issues and develop appropriate interventions.</p> <p>(vii) Ability to think and act strategically, beyond the scope of your own teaching / department.</p> <p>(viii) Desire to develop, in both yourself and others, further knowledge and skills regarding SEN provision.</p>	<p>A/I</p> <p>A/I</p> <p>I/R</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>(iii) To have knowledge of, and experience in, organising and leading extra-curricular events involving external speakers.</p> <p>(iv) To have knowledge of local and national initiatives within your specific faculty area and the ability to prioritise these initiatives based on the needs of our students.</p> <p>(v) Knowledge of best practice in the teaching and learning needs of students displaying symptoms of trauma and/or ACES.</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>
<p><b><u>Special Requirements</u></b></p> <p>(i) Commitment to the core values of the school.</p> <p>(ii) Willingness and enthusiasm to work in a broad range of split site educational settings with students exhibiting a diverse range of needs.</p>	<p>I</p> <p>I</p>	<p>(i) Evidence of a previous and future planned career path.</p>	<p>I</p>