

**Head of House
Person Specification**

Criteria	Essential/ Desirable	Method of assessment
Qualifications		
Degree or equivalent in relevant subject	E	A/C
Qualified Teacher Status (QTS)	E	A/C
Evidence of further relevant professional development	E	A
Further relevant professional qualification or middle leadership training e.g. NPQML or equivalent	D	A/C
Experience		
Successful experience as a classroom teacher and record in raising student achievement.	E	A,I,R
Ability to plan an appropriate and engaging curriculum and teach to key stages 3 and 4	E	A,I,R
Experience of successfully planning, delivery and evaluating schemes of work	E	A,I,R
Assisting in the formulation and implementation of whole school policies.	D	A,I,R
Significant experience in pastoral care	D	A,I,R
Experience of dealing with child protection issues	E	A,I,R
Knowledge and Skills		
Understanding of what is required to secure effective teaching and learning to improve student progress and achievement in an inclusive environment	E	A,I,R

Good working knowledge of the designated curriculum area	E	A,I,R
Up to date knowledge and understanding of pedagogical and curriculum strategies	E	A,I,R
Ability to use assessment data effectively to set targets and raise achievements	E	A,I,
Understanding of, and ability to create, a nurturing and inclusive environment in which children make excellent progress	E	A,I
A clearly articulated vision for pastoral leadership	E	A,I
A good understanding of the Equalities Act and its implication for ensuring that all children are safe and valued	E	A,I
Training in safeguarding level 2 or a willingness to undertake	D	A,I
Skills		
Excellent communication skills and the ability to develop strong professional relationships	E	A,I,R
Ability to organise work, prioritise tasks, make decisions and manage time effectively	E	A,I,R
Able to delegate effectively and manage the performance of others	E	A,I,R
Ability to motivate and coach staff to perform to the best of their ability.	E	A,I,R
Ability to relate well to people at all levels.	E	A,I,R
Ability to work effectively under pressure and maintain an optimistic and positive attitude	E	A,I,R
Ability to employ behaviour management techniques to effectively deescalate challenging situations.	E	A,I,R
Personal attributes		
A team worker, able to work collaboratively with others and provide appropriate challenge to peers and line managers.	E	A,I,R
A commitment to safeguarding and promoting the welfare of children and young people	E	A,I,R
Flexible and able to use own initiative	E	A,I,R
Able to secure the trust and confidence of staff, pupils and governors	E	A,I,R

Experience in successfully working with parents, outside agencies and other post holders in order to raise achievement	E	A,I,R
Demonstrable leadership qualities and the ability to gain confidence and professional respect from team members	E	A,I,R

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status.

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

April 2023