Person Specification

Head of Art & Expressive Arts Faculty

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| Qualifications, Training and Experience | Essential | Desirable | Application | Interview | References |
| Qualified Teacher Status |  |  |  |  |  |
| Honours degree in related subject |  |  |  |  |  |
| Evidence of taking responsibility for own professional development |  |  |  |  |  |
| Teaching experience at Key Stages 3 and 4 |  |  |  |  |  |
| A track record of high student achievement, including the progress of different cohorts |  |  |  |  |  |
| Experience of quality assurance of teaching and learning, including lesson observations, work scrutiny and data analysis |  |  |  |  |  |
| Experience of teaching and learning responsibilities and managing a team |  |  |  |  |  |
| Experience as a Head of Art, or a similar leadership role |  |  |  |  |  |
| Experience of working with a variety of stakeholders, for example, Governors, parents or primary schools |  |  |  |  |  |
| Evidence of higher level training courses |  |  |  |  |  |
| Skills and Knowledge | | | | | |
| Strong teaching skills which have an impact on students’ learning |  |  |  |  |  |
| Able to plan for high quality learning and implement a range of pedagogical strategies effectively |  |  |  |  |  |
| Able to assess students’ learning effectively and plan for future learning |  |  |  |  |  |
| A good understanding of National Curriculum and GCSE requirements for the teaching of Art |  |  |  |  |  |
| Able to provide clear direction and to inspire, motivate and enthuse others |  |  |  |  |  |
| Able to hold others to account |  |  |  |  |  |
| Able to monitor and evaluate performance and implement required improvements |  |  |  |  |  |
| Able to initiate and manage change |  |  |  |  |  |
| Able to use/ analyse assessment data to raise standards |  |  |  |  |  |
| Efficient and effective administrative, organisational and personal management skills |  |  |  |  |  |
|  | Essential | Desirable | Application | Interview Process | References |
| Able to work both independently and be a strong team player |  |  |  |  |  |
| Ability to manage own workload whilst supporting the wider needs of the faculty |  |  |  |  |  |
| Able to inspire, motivate and enthuse students |  |  |  |  |  |
| Effective behaviour management |  |  |  |  |  |
| A good understanding of basic safeguarding and child protection practice |  |  |  |  |  |
| Able to communicate effectively, orally and in writing |  |  |  |  |  |
| Personal Attributes |  |  |  |  |  |
| Energy, enthusiasm and drive |  |  |  |  |  |
| High expectations of students, colleagues and themselves |  |  |  |  |  |
| Good interpersonal skills |  |  |  |  |  |
| A commitment to the school’s ethos that ‘we are all learners’ |  |  |  |  |  |
| Reliability, perseverance and integrity |  |  |  |  |  |
| Confident in own ability to be effective and to take on challenges |  |  |  |  |  |
| A good record of attendance and a high degree of professionalism |  |  |  |  |  |
| Capacity to work hard under pressure and meet deadlines. |  |  |  |  |  |
| Commitment to significantly contribute to the extra-curricular and enrichment life of the school through for example after school revision classes and educational visits |  |  |  |  |  |
| Commitment to inclusive education |  |  |  |  |  |
| Commitment to safeguarding young people |  |  |  |  |  |
| Able to form and maintain appropriate relationships and personal boundary with children and young people |  |  |  |  |  |