

Person Specification
Lead Practitioner – Science
Foxford Community School

Criteria	Essential	Desirable	Measurement
Educational	<ul style="list-style-type: none"> Degree in a Science subject Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent Evidence of further involvement in training 	<ul style="list-style-type: none"> Recent and relevant experience of teaching Science to post 16 students Achieved, or engaged in pursuit of, further relevant qualifications 	A
Knowledge	<ul style="list-style-type: none"> Excellent subject knowledge Excellent knowledge of classroom skills, Teacher Standards, secondary curriculum and developments, and contemporary pedagogy Evidence of very good and often outstanding teaching at KS3/4 Understands how to ensure effective student learning through challenging, high quality and exciting teaching Understands the potential of student voice and parental engagement Is a competent user of ICT and understands its role in enhancing learning and teaching. Understands the positive role of Performance Management within their own professional development. Understands assessment and attainment information can be used to improve practice and raise standards 	<ul style="list-style-type: none"> Knowledge about contemporary developments in education e.g. Ofsted Experience of leading change Clear understanding of Science initiatives and ability to work with the Science faculty to raise standards across the school 	A, I, R A, I, R A, I, R A, I A, I A, I A, I, R
	<ul style="list-style-type: none"> Is typically good classroom practitioner Has a proven track record of raising and maintaining high educational standards Has proven successful experience of curriculum development and delivery Works effectively with Teaching Assistant/support staff/technicians within the faculty/department Participated in a range of CPD Proven track record of involvement in quality assurance process, monitoring and evaluating 'typicality' in the classroom 	<ul style="list-style-type: none"> Is an outstanding classroom practitioner Proven record of achievement in different posts/schools Experience of leadership and management of staff Leadership of whole school development priorities and initiatives 	A, I, R A, I, R A, I, R A, I, R
Experience	<ul style="list-style-type: none"> Experience of provisioning support, advice, coaching and guidance to colleagues to improve the teaching practice of others Experience of leading in the performance management of colleagues that is both rigorous and supportive 		A, I A, I
Skills and Abilities	<ul style="list-style-type: none"> Excellent level of interpersonal skills and developed communication skills (written and speaking) Well organised and able to prioritise and delegate as necessary Proven ability to develop good relationships with colleagues, students and parents 		A, I, R A, I, R I, R

Criteria	Essential	Measurement
Skills and Abilities <i>(continued)</i>	<ul style="list-style-type: none"> Ability to use data to provide targeted, effective interventions to support student progress Well-developed problem-solving skills Able to demonstrate, share and celebrate best practice classroom learning and teaching to a range of audiences Able to lead training sessions in order to develop colleagues' skills effectively Ability to present a coherent argument whilst appreciating the contributions of others Able to ensure Literacy, Numeracy and Communication are integral to students' learning An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance Ability to take a lead in the professional development of colleagues 	A, I, A, I A, I A, I A, I A, I A, I A, I
Qualities	<ul style="list-style-type: none"> Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture. Strives constantly to better themselves as a professional A clearly articulated educational philosophy Commitment to the ethos and aims of the school, to equal opportunities and inclusion Commitment to the education of the whole person promoting social and emotional well-being in addition to academic development Ensures a welcoming and stimulating environment for all stakeholders High expectations and a commitment to high standards Willingness to take responsibility and to display initiative Adaptability and openness to change Reliability and integrity Be approachable To be motivated, hardworking, able to work confidently under pressure and emotionally resilient Enthusiastic, positive and determined Emotionally intelligent A sense of humour Desire to pursue own CPD Professional appearance 	I, R A, I, R A, I A, I A, I, R A, I A, I, R A, I A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I A, I, R A, I, R I A, I A, I, R
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> Motivation to work with children and young people; Ability to form and maintain appropriate relationships and personal boundaries with children and young people; Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. 	I, R
Criteria	Essential	Measurement
Special Requirements	<p>Good health and attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	I, R

References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). The Trust is committed to safeguarding, promoting the welfare of children and young people and creating a culture of vigilance and expects all staff and volunteers to share this commitment and vigilance.