



	Criteria	Essential/Desirable
Education & Qualifications	Qualified Teacher Status	E
	Degree or equivalent	E
	Evidence of <b>relevant</b> continuing professional development and a commitment to personal lifelong learning	E
Work related experience	Experienced teacher. NQTs will also be considered	D
	Experience of teaching in more than one school.	D
	Experience of teaching all secondary key stages up to and including Key Stage 5	D
	Experience of successful strategies for raising students' achievement with innovative pedagogy.	D
	Experience of promoting students' spiritual, moral, social and cultural development and their good behaviour.	E
	Experience of implementing strategies for challenging all students and particularly stretching the most able	D
	Experience of the strategies for improving the quality of teaching and learning including promoting excellence and challenging poor performance	D
	Experience of strategies for curriculum enrichment that have shown successful impact for all age groups.	E
	Knowledge of integrated curricula and student leadership development preferred.	D
	Experience of thinking and planning strategically for the future.	D
	A commitment to innovation, creativity and change in school.	E
	Experience of the impact of equality of opportunity, British values and inclusion policies on students and staff.	D
Experience of developing new educational provision from concept to delivery.	D	

John Taylor Free School  
Person Specification - Leader



<p><b>Skills &amp; Abilities</b></p>	<p>Able to nurture, inspire, challenge and motivate students and staff</p> <p>Able to be an exemplary role model to students and staff; including social times of break and lunchtime</p> <p>Able to sustain effective organisational structures, systems, policy and practice, including safeguarding</p> <p>A commitment to using technology to transform learning.</p> <p>Able to build and sustain effective relationships with all stakeholders that will enhance the education of all students.</p> <p>Able to work in partnership and accept appropriate support from all stakeholders including the local community.</p> <p>Ability to lead a team and hold staff to account.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><b>Knowledge</b></p>	<p>Excellent subject knowledge, including recent reforms.</p> <p>Evidence of development of subject pedagogy via research led practice</p> <p>Knowledge of the school's local area, its communities and the issues within those communities.</p>	<p>E</p> <p>D</p> <p>D</p>
<p><b>Work Circumstances</b></p>	<p>Commitment to an enriched curriculum where students and staff join in with a range of different activities</p> <p>An enhanced DBS disclosure is required</p>	<p>E</p> <p>E</p>
<p><b>Personal Values</b></p>	<p>Experience of how school values can be established and embedded</p> <p>Creative, positive thinker prepared to keep JTFS at the forefront of educational practice</p> <p>Be a good team player, with the ability to get the best out of colleagues and to listen to and value their contributions – an “energy creator”!</p> <p>Enjoy working with young people and believe in the power of education to change their lives.</p> <p>Be able to demonstrate a friendly but authoritative presence with students.</p> <p>Have a generous spirit and a “can do” attitude</p> <p>Able to be an exemplary role model to students and staff; including social times of break and lunchtime</p>	<p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>