***Person Specification***

**Lead Teacher of English, Maths or Science & Designated Safeguarding Lead**

The essential requirements that are necessary to do this job are listed below. In your application, you should state clearly how your Knowledge, Skills and Experiences meet these requirements, as the Panel will reach a decision on whether or not to short-list you based on the information you provide.

E/D: Essential/Desirable criteria

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|  | **Criteria** | **E/D** |
| **Qualifications** | Qualified Teacher status | E |
|  | Degree level qualification | E |
|  | Current or recent Designated Safeguarding Lead qualification | E |
|  | Evidence of recent further post-graduate study | D |
|  | A record of recent and relevant in-service training | E |
|  | Team-Teach qualified | D |
|  | First aid qualified | D |
| **Experience** | Proven successful whole school leadership in a pupil referral unit or alternative provision  | D |
|  | Proven successful leadership at middle or senior leadership level in a school environment | E |
|  | Demonstrable experience of working in education within a challenging environment  | E |
|  | Outstanding teacher of English, maths or science at KS3 and/or KS4 | E |
|  | Subject leader of KS3/KS4 English, maths or science | D |
|  | Involvement in school self-evaluation and improvement planning  | E |
|  | Experience of implementing successful school-wide strategic projects that have supported school improvement objectives. | E |
|  | Innovator of change across the whole school that has impacted upon attainment | E |
|  | Experience of working effectively with the school community and external partners | E |
|  | Current or recent experience as Designated Safeguarding Lead or Deputy Designated Safeguarding Lead | E |
|  | Experience of working with data and performance measures | E |
|  | Professional development/ mentoring of colleagues to effect school improvement.  | E |
|  | Experience of successful and robust staff management | E |
|  | Working with pupils with SEMH | D |
|  | Experience of budget management | D |
|  | Experience of using Team-Teach  | D |
| **Qualities and Knowledge** | Understanding of high-quality teaching, and the ability to model this for others and support others to improve | E |
|  | Effective communication and interpersonal skills | E |
|  | Ability to communicate a vision and inspire others | E |
|  | Ability to build effective working relationships | E |
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| Monitoring, assessment, recording and reporting of pupils’ progress  |

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|  | Data analysis skills, and the ability to use data to inform provision planning | E |
|  | Evidence of the ability to promote a sensitive and caring ethos and pride in the school and its physical environment together with high standards of achievement and behaviour | E |
|  | Ability to innovate and find creative solutions and to communicate a vision to inspire and motivate all stakeholders | E |
|  | Excellent knowledge of the current major curriculum issues, recent educational developments and legislative changes, together with and understanding of their significance for the leadership of Safeguarding | E |
| **Systems and process** | Strategic and financial planning, budgetary management and principles of best value | D |
|  | The management and implementation of school safeguarding approach | E |
|  | Working effectively and appropriately with the Governing Body to enable it to meet its responsibilities | E |
|  | The use of performance management systems for staff to challenge and support them to continuously develop for the benefit of the learners | E |
|  | Experience of developing and managing good communication systems, chairing meetings effectively and working in partnership with other agencies | D |
|  | Evidence of valuing and welcoming parents and the wider community into school | E |
| **Personal attributes** | Demonstrate a passion for creating a rich learning experience where children develop a love of learning | E |
|  | Commitment to safeguarding and equality | E |
|  | Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | E |
|  | Self-aware, reflective and forward thinking | E |
|  | Approachable, flexible, resilient and emotionally literate | E |
|  | Ability to work under pressure, support others working under pressure and prioritise effectively | E |
|  | Commitment to maintaining confidentiality at all times | E |