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**Person Specification**

**Subject Leader ICT and Computer Science**

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| Criteria | | | | Essential | **Desirable** |
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| Qualified Teacher Status | | | | ✓ |  |
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| A good Computer Science or related degree.  Masters degree  Knowledge, Skills and Experience  Clear view of the place of Computer Science in the curriculum and developments in the field.  Prior experience of leading a subject area and creating an innovative, practical curriculum that has inspired and motivated students.  Additional industry experience in computing.  Evidence of improving outcomes for students.  Demonstrable experience of teaching a variety of programming languages  Knowledge of the practical application of Computer Science and the linking to engineering science and technology.  Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.  Experience of designing, building and programming robots.  Knowledge of principles and methods for curriculum design.  Prior experience teaching Computer Science courses at secondary level and up to KS5. Knowledge and understanding of the National Curriculum, particularly statutory requirements. Knowledge, Skills and Experience Excellent written and communication skills, including appropriate ICT skills.A secure knowledge of the importance of data as a means both to measure and to extend progressAbility to use assessment data in planning.A high level of organisational skills.The ability to create a stimulating visual and practical environment in the classroom.Understanding of what is required to secure effective teaching and learning.Ability to provide appropriate challenges for students.Knowledge of behaviour management strategies and an ability to maintain good classroom discipline.Understanding of the practical application of Equal Opportunities in a school context Commitment to safeguarding and promoting the welfare of children and young people.  Willingness to undergo appropriate checks, including enhanced CRB checks.  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.  Flexibility and a willingness to be involved in activities that promote the community hub.  A commitment to extra-curricular activities and the opportunity for students to learn in different contexts.  A commitment to lifelong learning and a willingness to contribute to furthering their own learning through CPD. | | | | ✓  ✓  ✓  ✓  ✓    ✓  ✓  ✓    ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓  ✓  ✓  ✓  ✓ |
| Personal Qualities  Energy, enthusiasm and a sense of humour. ✓  Commitment to the Academy’s Equal Opportunities policies. ✓  Personal drive and energy to motivate and inspire staff and students. ✓  Capable of establishing positive relationships with parents. ✓  Integrity.  The ability to cope with complexity, ambiguity and uncertainty.  A genuine liking for and commitment to students even when the going gets tough!  Have a willingness to demonstrate commitment to the values and behaviours which flow from the London Academy ethos.  Ability to motivate students.  Ability to work as part of a team.  Ability to be a reflective practitioner. | | | |  |  |
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