

Person specification
Subject leader of History

	Essential	Desirable	Application, interview or task
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • First degree or 2:1 in History • Commitment to own continuing professional development 	<ul style="list-style-type: none"> • Master's Degree 	<p>A</p> <p>A</p> <p>A,I</p>
Vision and values	<ul style="list-style-type: none"> • Belief that ability or intellect is not fixed, but incremental, and can always be improved 		A, I
Experience, skills and knowledge	<ul style="list-style-type: none"> • Evidence of effective teaching over time • Evidence of the ability, ambition and experience to develop and maintain a clear and vibrant vision for the History curriculum • Evidence of significantly improving teaching, learning and examination results at Key Stage 3 and 4 • Evidence of raising standards and progress from Key Stage 2 - 4 • Evidence and knowledge of strategies to provide challenge for all students, including the most able • Experience of successfully contributing to 	<ul style="list-style-type: none"> • Experience of teaching in a multicultural, multiracial school • Experience of writing action plans and reports • Experience of exam marking 	<p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A, I</p> <p>A,I, T</p> <p>A</p>

	aspects of whole school life		
Personal qualities	<ul style="list-style-type: none"> • Drive, ambition and shared common moral purpose 	<ul style="list-style-type: none"> • Ability to anticipate problems and solve them creatively 	A
	<ul style="list-style-type: none"> • Total commitment to the vision and values of the school 	<ul style="list-style-type: none"> • Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility 	A
	<ul style="list-style-type: none"> • Self-starter and self-motivated to proactively lead and implement areas of the school development plan 		A,I
	<ul style="list-style-type: none"> • Excellent people management skills and ability to motivate, support and challenge staff as appropriate 		A,I
	<ul style="list-style-type: none"> • Excellent oral and written communication skills 		A,I,T
	<ul style="list-style-type: none"> • Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion 		A,I,T
	<ul style="list-style-type: none"> • Ability to set and meet ambitious, challenging goals and targets 		A
	<ul style="list-style-type: none"> • Ability to delegate tasks effectively and monitor their implementation appropriately 		A,I,T
	<ul style="list-style-type: none"> • Ability to manage students firmly, fairly and effectively 		A
	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young People 		A,I
	<ul style="list-style-type: none"> • Willingness to undergo appropriate checks, including enhanced DBS 		A

	<p>checks</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 		<p>A</p> <p>A,I,</p>
Other	<ul style="list-style-type: none"> • Professional personal presentation • Optimism and ambition 		