

Person Specification: Second in Faculty

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE	<ul style="list-style-type: none"> • Broad subject knowledge. • Knowledge of recent developments in teaching and learning. • Knowledge and understanding of current issues relevant to the curriculum. • Good understanding of effective ways to facilitate learning and formative use of assessment. 	<ul style="list-style-type: none"> • Commitment to developing subject knowledge through subject specific research.
SKILLS	<ul style="list-style-type: none"> • Committed to enabling all students to achieve high standards. • Able to deliver consistently excellent progress in your subject. • Ability to use assessment and progress data to drive improvement. • Able to process data to identify key groups of underperforming students and create actions plans to facilitate improvement. • A reflective practitioner who consistently seeks to improve their teaching to support learning and accelerate student progress. • Committed to further developing teaching skills through professional development and learning. • Understanding of skills needed to lead a team and inspire and motivate staff. 	<ul style="list-style-type: none"> • Committed to further developing teaching skills through CPD / training etc.
EXPERIENCE	<ul style="list-style-type: none"> • Secondary School teaching across Key Stage 3 and 4 and the full ability range. • Evidence of well-developed planning, organisational and resource management skills. • Evidence of preparing and delivering high quality lessons, using a range of teaching and learning strategies. 	<ul style="list-style-type: none"> • Experience of lesson observation and feedback. • Experience of leading others to achieve outstanding outcomes through improved teaching and intervention.
QUALIFICATIONS	<ul style="list-style-type: none"> • A degree • QTS status 	
ABILITIES	<ul style="list-style-type: none"> • Able to work as a member of a high performing team. • Able to initiate improvement and monitor high educational standards; improving the standards of teaching in others • Able to actively support the Academy's high expectations of behaviour and attitudes to learning. 	<ul style="list-style-type: none"> • Has the ability to improve standards beyond your subject.

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	<ul style="list-style-type: none"> • The ability to develop effective communication with students, colleagues and community members. • Able to demonstrate leadership qualities by supporting the development of others. 	
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Has a Federation mind-set and keen to collaborate with Federation colleagues • Able to inspire and motivate young people. • Has high expectations of self and students. • Reliable, punctual and responsible. • Able to release potential in others, quick to acknowledge fault and quick to recognise the achievement of others. • Strong personal resilience and positive mindset. • Able to remain calm under pressure and make good decisions. • Keen to develop leadership skills. • Puts a high value on treating others with respect and courtesy. • Committed to inclusion. • Shows humility and cares about what they do – committed to increasing the life chances of young people. 	<ul style="list-style-type: none"> • A willing contributor to the development of the Team and the Academy
EQUALITY	<ul style="list-style-type: none"> • An understanding of, acceptance and commitment to the fundamental principles of equal opportunities. • Able to work in a way that promotes equality of opportunity and respect for diversity. 	<ul style="list-style-type: none"> • Experience of working in a variety of cultural and social contexts
SAFEGUARDING	<ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. • Able to work in a way that promotes the safety and well-being of children and young people. 	