

PERSON SPECIFICATION- Subject Leader of Mathematics

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

Qualifications & Training	Essential/Desirable	How Identified
<input type="checkbox"/> QTS	E	Application form/Certificates
<input type="checkbox"/> First/Second Class Degree	E	
<input type="checkbox"/> Willingness to continue to develop own expertise (evidences through Continuing Professional Development)	E	
Teaching Experience	Essential/Desirable	How Identified
<input type="checkbox"/> Evidence of consistently good or outstanding teaching and learning across Key Stages 3-5 (Where appropriate KS1 and KS2)	E	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Evidence of good or outstanding classroom management skills	E	
<input type="checkbox"/> The ability to use ICT effectively to engage students and use new and emerging technologies to support teaching and learning.	E	
<input type="checkbox"/> The ability to create effective, engaging and differentiated lesson plans	E	
<input type="checkbox"/> The ability to use assessment to inform planning for good teaching and learning	E	
<input type="checkbox"/> The ability to differentiate materials to meet the needs of ALL learners, particularly those who may experience difficulties such as our EAL or SEN students, and equally our small minority of high prior attainment students	E	
<input type="checkbox"/> Experience of curriculum innovation	E	
<input type="checkbox"/> Experience of raising standards of achievement for ALL	E	
<input type="checkbox"/> Strategies for raising achievement and achieving excellence	E	
<input type="checkbox"/> Experience of designing, implementing and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)	E	
<input type="checkbox"/> Principles of effective teaching and assessment for learning	E	
<input type="checkbox"/> Effective and consistent models of behaviour management	E	

<input type="checkbox"/> A commitment to and strategies for ensuring inclusion and access to the curriculum	E		
<input type="checkbox"/> Tools for data collection and analysis	E		
<input type="checkbox"/> Monitoring and evaluating performance	E		
Knowledge and Skills	Essential/Desirable	How Identified	
<input type="checkbox"/> Strategies for developing effective teachers	E	Application form/Interview/Task (if applicable)	
<input type="checkbox"/> Curricular and assessment developments within Maths at all key stages, with an appreciation of how the content, skills and teaching strategies best prepare students for – <ul style="list-style-type: none"> • Transition - from KS3 to 4 and Key stage 4 to 5 and KS5 beyond • Success at Key Stage 4 – GCSE and alternative courses and qualifications • Success at Key Stage 5 – A level and alternative courses and qualifications 	E		
<input type="checkbox"/> Holding the highest respect, aspiration and expectation of all students	E		
<input type="checkbox"/> The entitlement of all students to effective and engaging teaching and learning	E		
<input type="checkbox"/> Demonstrate a commitment to the learning process	E		
<input type="checkbox"/> Demonstrate the principles and practice of effective teaching and learning	E		
<input type="checkbox"/> Access, analyse and interpret information to inform purposeful self-evaluation	E		
<input type="checkbox"/> Challenge, influence and motivate others to attain high goals and have high expectations of them	E		
<input type="checkbox"/> Give and receive effective feedback and act to improve personal performance	E		
<input type="checkbox"/> Think and act strategically and creatively in proposing solutions	E		
<input type="checkbox"/> Establish and sustain appropriate structures and systems and monitor them	E		
<input type="checkbox"/> Monitor budgets and ensuring value for money.	D		
Experience or Evidence of Success-Can demonstrate evidence of:	Essential/Desirable		How Identified
<input type="checkbox"/> Leadership of large and complex teams	E		Application form/Interview/Task (if applicable)
<input type="checkbox"/> Positive influence and support for the development of colleagues	E		
<input type="checkbox"/> High level of performance with personal teaching groups	E		
<input type="checkbox"/> Willingness to embrace innovation and new developments	E		
<input type="checkbox"/> Commitment to the broader life of the school outside the classroom	E		
<input type="checkbox"/> Successful interventions at individual student and group level	E		
<input type="checkbox"/> Confidence with analysing exam results and progress data to inform improvement	E		

<input type="checkbox"/> Experience of leading departmental self-evaluation and using the outcomes in future planning	D	
<input type="checkbox"/> Experience of Appraisal and continuing professional development of self and others	D	
Personal Attributes	Essential/Desirable	How Identified
<input type="checkbox"/> A supportive and co-operative team member	E	Application form/Interview
<input type="checkbox"/> Standards driven	E	
<input type="checkbox"/> Passion for teaching and learning and is committed to inspire learning	E	
<input type="checkbox"/> Positive, enthusiastic outlook, embracing innovation	E	
<input type="checkbox"/> Realistic and pragmatic understanding of the demands of the teaching profession	E	
<input type="checkbox"/> Empathy and emotional intelligence	E	
<input type="checkbox"/> High standards and high expectations of self and others	E	
<input type="checkbox"/> Excellent organisational skills – Manage and prioritise competing demands	E	
<input type="checkbox"/> Ability to communicate effectively orally and in writing to a range of audiences	E	
<input type="checkbox"/> Willingness to embrace change	E	
<input type="checkbox"/> Resilience, perseverance and optimism in the face of challenges	E	
<input type="checkbox"/> Ability to be flexible and adaptable	E	
<input type="checkbox"/> Collaborate and network with others within and beyond the academy		
<input type="checkbox"/> Ability to travel to multi-site locations across the Trust	E	
<input type="checkbox"/> Ability to work outside normal academy hours in line with academy and community needs	E	
Equal Opportunities	Essential/Desirable	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form/Interview/
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding	Essential/Desirable	How Identified
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	E	Application form/Interview
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	