



SUBJECT LEADER PERSON SPECIFICATION

| | JOB REQUIREMENT | Essential | Preferred | * How assessed |
|--|--|-----------|-----------|----------------|
| Qualifications, knowledge and experience | Honours degree in relevant specialism. | √ | | A |
| | Qualification as a teacher. | √ | | A |
| | Membership of appropriate professional bodies | | √ | A & I |
| | Leadership qualification(s) | | √ | A & I |
| | Management qualification | | √ | A, I & T |
| | Evidence of good or outstanding classroom practice | √ | | A & I |
| | An understanding of the principles associated with managing and leading others | √ | | A & I |
| | Knowledge of current and potential future developments in relation to the national and local education scene | √ | | |
| | Proven track record as a subject teacher | √ | | |
| | Experience of change management | √ | | |
| | Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards | √ | | |
| Personal and interpersonal | Experience of leading teams effectively. Provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values; delegates work appropriately and fairly; motivates and empowers others; provides staff with development opportunities and coaching; recruits staff of a high calibre. | √ | | A & I |
| | Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities; encourages individual and team responsibility towards the community and the environment. | √ | | I |
| | High level of written and oral communication, able to actively listen and engage with others, particularly staff, students, parents and the wider community. Writes clearly, succinctly and correctly; avoids the use of unnecessary jargon; writes in a well-structured and logical way; writes convincingly in an engaging way; structures information to meet the needs and understanding of the intended audience. | √ | | A, I & T |

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|------------------|--|---|--|-------|
| | Makes a strong positive personal impression on others; gains clear agreement and commitment from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others and ensures others are acknowledged for their ideas and contributions; manages and diffuses conflict effectively. | √ | | I & T |
| | Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; manages time effectively; identifies and organises resources needed to accomplish tasks; monitors performance against deadlines and milestones. | √ | | I & T |
| | Adapts well to changing circumstances; accepts new ideas and change initiatives; adapts interpersonal style to suit different people or situations; shows respect and sensitivity towards others; values difference; deals with ambiguity, making positive use of the opportunities it presents. | √ | | I |
| | Works strategically to realise organisational goals; sets and develops strategies; takes account of a wide range of issues across, and related to, the organisation; translates national strategies and local needs into tangible strategic and operational plans. | √ | | I & T |
| | Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it; is mindful of the levels of resilience within the teams they lead and manage and works to enhance those levels of resilience. | √ | | I |
| Child Protection | A commitment to the responsibility of safeguarding and promoting the welfare of young people. | √ | | I |
| | Enhanced DBS disclosure (<i>to be completed by preferred candidate following interview</i>). | √ | | |
| | Willingness to undertake safeguarding training when required. | √ | | I |

* A = by application, R = by references, I = assessed by Interview, T = task