

## VALLEY PARK SCHOOL

### PERSON SPECIFICATION Head of Year in Sixth Form - 12/13

AREA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• An honours degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further study in education or a related subject.</li> <li>• Qualified Teacher Status.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching or coaching in a secondary school setting.</li> <li>• Experience of being an effective form tutor /co-ordinator and relevant responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in a secondary school setting to GCSE or A level equivalent.</li> <li>• Prior experience of pastoral leadership.</li> <li>• Evidence of dealing diplomatically with parents and community representatives.</li> <li>• Experience of cross-phase liaison.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A good up to date working knowledge and understanding of a range of pedagogical and behaviour management strategies.</li> <li>• An understanding of the school's assessment and reporting arrangements.</li> <li>• An understanding of how literacy, numeracy, RSE, personal development, and ICT can be used to support learning and students' personal development.</li> <li>• An understanding of how to personalise provision to meet the learning needs of all students.</li> <li>• An awareness of current legal requirements regarding the safeguarding of children.</li> <li>• Working knowledge of Bursary funding.</li> <li>• Update to date knowledge of UCAS processes.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to plan and teach challenging and well organised sequences of lessons.</li> <li>• Be able to use a range of pastoral and teaching strategies and resources.</li> <li>• Be able to provide opportunities for students to develop literacy, numeracy, personal development and ICT skills.</li> <li>• An ability to provide constructive feedback to students and tutors on how to improve their attainment.</li> <li>• An ability to provide constructive feedback to students and tutors on how to improve their attendance.</li> <li>• The ability to implement a clear framework for students conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead a team or Key Stage.</li> <li>• Experience of mentoring colleagues.</li> <li>• Ability to work with all school stakeholders, including the senior leadership team, heads of department and governors.</li> <li>• Ability to write and proof- read comprehensive UCAS references.</li> </ul>

	<ul style="list-style-type: none"> <li>• The desire to work as a team member.</li> <li>• Competence to liaise with outside agencies such as the Education Welfare Service, the police and KCC.</li> </ul>	
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• High expectations of students and a commitment to ensure they can achieve their full potential.</li> <li>• Positive values and attributes and high standards of professional behaviour.</li> <li>• Up to date knowledge and understanding of the professional duties of teachers.</li> <li>• The ability to communicate effectively with young people, colleagues, parents and carers.</li> <li>• A commitment to improving practice through appropriate professional development.</li> <li>• The desire to act upon advice and feedback and be open to coaching and mentoring.</li> </ul>	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with young people
- ability to form and maintain appropriate relationships and personal boundaries with young people
- emotional resilience in working with challenging behaviours and well-being matters
- attitudes to use of authority and maintaining discipline.