



## Person Specification – Head of Teaching and Learning

### Professional Qualifications & Experience

#### Essential

- Qualified Teacher
- Evidence of significant and relevant continued professional learning
- Completed training in preparation for a senior leadership and management role
- Proven ability to lead major curriculum areas
- Successfully led whole school curriculum initiatives
- Has undertaken research activities for school improvement relating to the quality of teaching and learning

#### Desirable

- Has the NPQSL Qualification or SLE experience
- Has experience of senior leadership in school
- Has experience of motivating and managing a staff team
- Is confident in reporting directly to the Governing Body at meetings

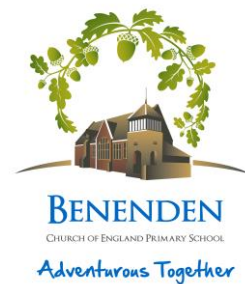
### Personal Skills and Attributes

#### Essential

- Demonstrates a genuine empathy with children, building relationships rooted in mutual respect
- Able to support the Christian Distinctiveness of the Federation Schools
- Is a good listener
- Is flexible and consistent with strength of character
- Is capable of making reasoned judgements
- Is approachable and has integrity, discretion and professionalism
- Has a presence that inspires confidence and trust in others
- Is able to motivate and inspire
- Is willing and able to delegate appropriate responsibilities to other staff
- Has confidence in others taking a leadership role
- Is utterly committed to the wellbeing and safeguarding of children as defined in Keeping Children Safe in Education
- A commitment to fundamental British Values

#### Desirable

- Is able when necessary, to support and motivate others to meet performance targets



## Shaping the Future

### Essential

- Is able to articulate a strong and clear vision for high quality primary education which maximises the potential of the schools
- Can articulate ways of building, communicating and implementing a shared vision based on a Christian ethos
- Has experience of school self-evaluation and can describe effective strategies for undertaking this
- Demonstrates understanding of the strategic planning processes
- Has experience of leading significant change which has impacted upon pupil outcomes (e.g. through a subject leader role)

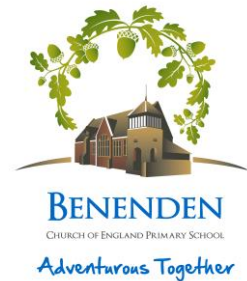
### Desirable

- Has experience in and contributed to school improvement planning
- Has experience in contributing to setting the ethos of schools

## Leading Teaching and Learning

### Essential

- Demonstrates personal enthusiasm for teaching and learning
- Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard
- Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress
- A secure understanding and experience of effective planning, implementation and assessment of a broad, challenging and balanced curriculum, following statutory requirements
- Ability to play a leading role in implementing a positive reflective learning ethos, in line with the school vision and aims
- Ability to develop strategic school improvement planning, including ensuring curriculum action plans are on track and align with the SIP
- Maintenance of high standards of behaviour for learning whilst ensuring an ethos of challenge and support for pupils in order to achieve success
- Can articulate strategies for improving the quality of teaching of colleagues by motivating, challenging, supporting and developing staff
- Has an understanding of the new curriculum frameworks
- Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning
- Experience and training in Safeguarding Procedures



## Desirable

- Has successful experience of teaching in more than one school
- Has experience of curriculum design and management
- Has experience of using research evidence to inform teaching and learning
- Has undertaken Designated Safeguarding Lead Training

## Developing Self and working with others

### Essential

- Understands the importance of working in partnership with colleagues
- Demonstrates commitment to shared, distributed leadership and effective team work
- Has experience of working alongside colleagues to improve their classroom practice
- Understands the relationship between managing performance, professional development and school improvement
- Can articulate strategies to develop professional learning of individuals and teams
- Demonstrates high expectations for self and others
- Has experience of giving effective feedback to improve the performance of others

### Desirable

- Has experience of dealing with conflict and managing challenging situations
- Experience of working in collaboration with a School Business Manager to ensure value for money and that expenditure remains within existing budgets

## Organisational Management

### Essential

- Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment
- Able to prioritise, plan and organise own workload and that of others
- Displays the ability to think creatively to anticipate and solve problems
- Has excellent ICT skills and a clear understanding of the Digital Environment in Schools

### Desirable

- Has experience of project management for planning and implementing change
- Has successfully developed, implemented, monitored and evaluated school policies
- Has experience of implementing the performance management process



## Strengthening the School Community

### Essential

- Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision
- Has the capacity to build partnerships and community consensus on Christian values, beliefs and shared responsibilities
- Is able to listen to, reflect and act on feedback from stakeholders as appropriate
- Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community

### Desirable

- Has experience of working collaboratively with other schools or communities to improve outcomes
- Has experience of supporting other schools e.g. SLE outreach

## Securing Accountability

### Essential

- Has a good understanding of the role of the Local Authority, the diocese and external bodies such as OFSTED
- Has a good understanding of the need to be accountable to parents for the quality of education of their child and can articulate strategies that would enable parents to be involved in the life of the school
- Has previous experience of challenging and supporting others in order to achieve specific targets
- Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes
- Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting

### Desirable

- Has experience of reporting attainment and progress to a range of audiences including the Governing Body, in a clear and concise manner.
- Has experience of OFSTED Inspections in Schools and an understanding of Ofsted requirements relating to the quality of Teaching and Learning