Person Specification

Qualifications

- Qualified to degree level or above
- Qualified to teach and work in the UK
- Evidence of sustained professional development, particularly in teaching and learning, reading, inclusion, disadvantage, or the aspiration to engage in professional development at this level

Experience

- Experience of improving outcomes for disadvantaged pupils through strategic leadership, targeted intervention, and high-quality teaching
- Experience of leading, coordinating, or contributing to whole-school initiatives that raise attainment, improve inclusion, and secure better outcomes for vulnerable learners
- Experience of leading or developing reading provision in a secondary setting, including the identification of need, implementation of targeted support, and evaluation of impact on progress and curriculum access

Skills and Attributes

- A genuine passion for ensuring disadvantaged pupils achieve highly, coupled with an unwavering commitment to removing barriers to learning and promoting equity of opportunity
- A strong understanding of effective secondary reading provision, including the use of assessment to identify need, the implementation of evidence-informed intervention, and the promotion of reading as a driver of curriculum access and academic success
- The ability to think and act strategically, translating school priorities into clear actions that improve pupil outcomes
- The ability to lead by example as an excellent classroom practitioner, modelling high expectations, inclusive practice, and a relentless focus on achievement
- The ability to influence and support colleagues in developing effective practice in relation to disadvantage, literacy, and reading across the curriculum
- Integrity, resilience, and a commitment to excellence, with the credibility to lead improvement and secure the confidence of staff, students, and families
- Visible, approachable, empathetic, and committed to championing the needs of vulnerable and disadvantaged students