

# PERSON SPECIFICATION



## Head of Maths

Criteria	Essential	Preferred
<b>ATTAINMENTS AND EXPERIENCE</b>		
Qualified Teacher Status	✓	
Good honours degree	✓	
National Professional Qualification for Senior Leaders (NPQSL) or Participating in NPQSL training		✓
Appropriate professional updating	✓	
Appropriate experience of the age range	✓	
Understanding the challenges that exist in areas of multiple deprivation		✓
Ability to share leadership of a large and complex organisation	✓	
<b>SHAPING THE FUTURE (knowledge of or commitment and ability to:)</b>		
Think strategically, by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every student	✓	
Communicate and model vision and values both within and beyond the school	✓	
Set and achieve ambitious, challenging goals and targets	✓	
Understand and practise educational inclusion so that all have the opportunity to be the best they can be	✓	
<b>LEADING TEACHING AND LEARNING (knowledge of or commitment and ability to:)</b>		
Implement strategies for raising achievement and achieving excellence for students, in particular disadvantaged students	✓	
Use appropriate models and principles of effective learning and assessment for learning	✓	

Ensure high standards of behaviour and attendance	✓	
Be strategic in ensuring inclusion, diversity, and access	✓	
Use performance data effectively to ascertain areas for improvement	✓	
Implement strategies for developing effective teachers to ensure the entitlement of all students to effective teaching and learning	✓	
Implement strategies for raising achievement and achieving excellence for students, in particular disadvantaged students	✓	
<b>DEVELOPING SELF AND WORKING WITH OTHERS (knowledge of or commitment and ability to:)</b>		
Develop positive interpersonal relationships.	✓	
Promote individual and team development and sustain a learning community that impacts on school improvement	✓	
Share leadership and accountability for goals and standards	✓	
Manage change, conflict, and empower individuals and teams	✓	
Collaborate and network effectively with others within and beyond the school	✓	
Give and receive effective feedback and act to improve personal performance	✓	
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<b>SECURING ACCOUNTABILITY (knowledge of or commitment and ability to:)</b>		
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance	✓	
Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management.	✓	
Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional, and cultural development of all students	✓	

Hold other relevant staff members to account for student learning outcomes	✓	
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance	✓	
Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management.	✓	
<b>MANAGING THE ORGANISATION</b>		
Apply principles and strategies of school improvement	✓	
Plan and manage projects for implementing change	✓	
Apply good practice in performance management	✓	
Manage equitably staff and resources	✓	
Think creatively to anticipate and solve problems	✓	
Manage the school efficiently and effectively on a day-to-day basis	✓	
<b>SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION</b>		
<p>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:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline</li> </ul>	✓	