Person specification

Subject leader of Science

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|  | Essential | Desirable | Application, interview or task |
| Qualifications | * Qualified Teacher Status
* First degree or 2:1 in Science
* Commitment to own continuing professional development
 | * Master’s Degree
 | AAA,I |
| Vision and values | * Belief that ability or intellect is not fixed, but incremental, and can always be improved
 |  | A, I |
| Experience, skills and knowledge | * Evidence of effective teaching over time
* Evidence of the ability, ambition and experience to develop and maintain a clear and vibrant vision for the Science curriculum
* Evidence of significantly improving teaching, learning and examination results at Key Stage 3 and 4
* Evidence of raising standards and progress from Key Stage 2 - 4
* Evidence and knowledge of strategies to provide challenge for all students, including the most able
* Experience of successfully contributing to aspects of whole school life
 | * Experience of teaching in a multicultural, multiracial school
* Experience of writing action plans and reports
* Experience of exam marking
 | A,IA,IA,IA, IA,I, TA |
| Personal qualities | * Drive, ambition and shared common moral purpose
* Total commitment to the vision and values of the school
* Self-starter and self-motivated to proactively lead and implement areas of the school development plan
* Excellent people management skills and ability to motivate, support and challenge staff as appropriate
* Excellent oral and written communication skills
* Ability to organize workload, priorities, meet deadlines and follow tasks to successful conclusion
* Ability to set and meet ambitious,challenging goals and targets
* Ability to delegate tasks effectively and monitor their implementation appropriately
* Ability to manage students firmly, fairly and effectively
* Commitment to safeguarding and promoting the welfare of children and young People
* Willingness to undergo appropriate checks, including enhanced DBS checks
* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline
 | * Ability to anticipate problems and solve them creatively
* Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility
 | AAA,IA,IA,I,TA,I,TAA,I,TAA,IAAA,I, |
| Other | * Professional personal presentation
* Optimism and ambition
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