

Person Specification: Lead Practitioner



Criteria	Essential	Desirable	Assessed through
Qualifications	<ol style="list-style-type: none"> 1. Educated to degree level 2. Qualified Teacher Status (or equivalent) 	<ol style="list-style-type: none"> A. Degree in related subject area B. Evidence of ongoing professional development C. Further relevant professional or academic qualifications 	All - Application form & Certificates
Experience	<ol style="list-style-type: none"> 1. Work or training in a secondary school environment 2. Successful experience of teaching GCSE, BTEC or A level qualifications 3. Evidence of effective teaching that has supported students in making strong progress over a number of years. 	<ol style="list-style-type: none"> A. Experience of exam board marking or moderation B. Experience of curriculum planning C. Clear understanding of the Ofsted framework D. Experience of coaching including instructional coaching E. Successful leadership experience within your specialty subject/ department 	All - Application form & References
Leadership qualities	<ol style="list-style-type: none"> 1. Beliefs and values that are aligned with those held by the school. 2. Ability to motivate, inspire and develop others. 3. Ability to both support and challenge staff within various contexts. 4. Ability to effectively communicate ideas and concepts 5. Ability to effectively interpret individual, class level and subject level data and use to inform sound decisions. 	<ol style="list-style-type: none"> A. Experience of appraising staff, resolving disputes and managing day to day human resources issues. B. Ability to demonstrate an awareness and understanding of the 'bigger picture' and working at Senior Leadership level. C. The ability to interpret data to judge when intervention activities need to take place and to proactively organise these with staff. 	All - Application form, references and interview day activities

Knowledge & Understanding	<ol style="list-style-type: none"> 1. Understanding of, and commitment to, safeguarding and child protection procedures 2. Strong, up to date knowledge of the curriculum in your specialist area. 3. Ability to design, implement and evaluate effective, imaginative and interesting lessons and schemes of work 4. Ability to effectively evaluate provision in your subject area. 5. Strong understanding of cognitive learning methods 6. Understanding of effective techniques in raising attainment and standards in your subject area. 7. Strong understanding of effective behaviour management strategies. 	<ol style="list-style-type: none"> A. Good understanding of SEND and strategies to ensure needs are met B. Membership of relevant subject/professional body C. Experience of successfully implementing restorative practices D. Understanding of the current Ofsted framework 	<ol style="list-style-type: none"> 1 - Application form / Interview 2 - Application form / Curriculum activity 3 - Application form / Interview day activity 4 - Application form / Interview day activity 5 - Application form / Interview 6 - Application form / Interview 7 - Application form / Interview A - Application form / Curriculum activity / interview B - Application form C - Interview day D - Interview day
Skills	<ol style="list-style-type: none"> 1. Ability to listen effectively and form good interpersonal relationships 2. Ability to work independently or as part of a team as required 3. Strong organisational and time management skills. 4. The ability to use a variety of teaching and feedback strategies 5. Ability to appropriately challenge ideas or beliefs they believe are wrong 		<ol style="list-style-type: none"> 1 - Application form / Lesson observation / Curriculum activity 2 - Application form / References / Interview day 3 - Interview day / References 4 - Interview day / References 5 - Interview day / References A - Interview / one to one discussion
Personal values and qualities	<ol style="list-style-type: none"> 1. Pupil centred in decision making 2. Belief in the value of restorative practices 3. Ability to take personal accountability for performance 	<ol style="list-style-type: none"> A. Potential for further promotion 	<ol style="list-style-type: none"> 1 - Interview day 2 - Interview day 3 - Interview / one to one meeting / reference 4 - Application form / interview / one to

	<ul style="list-style-type: none"> 4. Evidence of a commitment to continuous personal development and improvement 5. Ability to perform well when placed under pressure 6. High levels of emotional intelligence 7. Resilience and the optimism to deal with day to day challenges. 8. Self confidence and the ability to make appropriate decisions. 9. Regularly meets deadlines 10. Forms positive and productive relationships with staff and children 11. Honest and trustworthy 12. High expectations of self and others 		<ul style="list-style-type: none"> one meeting 5 - Interview day / References 6 - References / interview day 7 - References / interview day 8 - References / interview day 9 - References 10 - References / lesson observation / one to one meeting 11 - References 12 - References / one to one meeting / interview day A - Interview day / References
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