



## HEAD OF DESIGN & TECHNOLOGY: PERSON SPECIFICATION

**The Westleigh School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for subject leaders in this core subject. Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implications to our school.

| <b>Professional Knowledge, Qualifications and Abilities</b>  |           |           |   |
|--|-----------|-----------|---|
| <b>Knowledge of :</b>  | Essential | Desirable | Source<br>A-Application<br>I- Interview<br>R- Reference |
| Strategic planning processes   | ✓         |           | I R   |
| Current curriculum, teaching, learning and assessment issues   | ✓         |           | A I   |
| Leading change, creativity and innovation  | ✓         |           | A I R   |
| Strategies for raising achievement and achieving excellence  | ✓         |           | A I R   |
| Models of teaching and learning  | ✓         |           | I R   |
| Principles of effective teaching and assessment for learning   | ✓         |           | I R   |
| Strategies for ensuring inclusion, diversity and access  | ✓         |           | I   |
| School self evaluation   | ✓         |           | A I R   |
| The significance of interpersonal relationships, adult learning and models of continuing personal development (CPD)  | ✓         |           | I   |
| The relationship between managing performance, CPD and sustained school improvement  | ✓         |           | A I   |
| Principles and models of self evaluation   | ✓         |           | A I R   |
| Principles and strategies of school improvement  | ✓         |           | I R   |
| The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance | ✓         |           | A I R   |
| The work of other agencies and opportunities for collaboration   |           | ✓         | A R   |
| Strategies which encourage parents and carers to support their children's learning   | ✓         |           | A I   |
| Financial planning, budgetary management and accountability  | ✓         |           | I   |
|  |           |           |   |
| <b>Training and Qualifications</b>   | Essential | Desirable | Source  |
| Relevant Teaching Qualifications   | ✓         |           | A   |
| Degree   | ✓         |           | A   |
| Post-entry qualification   |           | ✓         | A   |
| Recent participation in range of in-service training   | ✓         |           | A   |

| <b>Experience of successful teaching, leadership and management</b>                  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| Success in curriculum leadership role  | ✓                |                  | A I           |
| Experience of successful teaching in more than one Key Stage                         | ✓                |                  | A I           |
| Experience in more than one school   |                  | ✓                | A I           |
| Use of ICT   | ✓                |                  | A I           |
| Proven track record of excellent pupil progress and achievement at examination level | ✓                |                  | A I R         |
| Recognised as an outstanding practitioner  | ✓                |                  | A I R         |

| <b>Personal Qualities and Abilities</b>   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|---|------------------|------------------|---------------|
| Collect and use a rich set of data to understand the strengths and weaknesses of the school                       | ✓                |                  | A I           |
| Inspire, challenge, motivate and empower others to carry the vision forward                                       | ✓                |                  | I R           |
| Model the values and vision of the school   | ✓                |                  | A R           |
| Demonstrate the personal enthusiasm for and commitment to the learning process                                    | ✓                |                  | A I           |
| Demonstrate the principles and practice of effective teaching and learning (outstanding classroom practitioner)   | ✓                |                  | I R           |
| Access, analyse and interpret information   | ✓                |                  | I R           |
| Acknowledge excellence and challenge poor performance   | ✓                |                  | I R           |
| Foster an open, fair, equitable culture and manage conflict   | ✓                |                  | I R           |
| Develop, empower and sustain individuals and teams  | ✓                |                  | A I R         |
| Inspire, challenge, influence and motivate others to attain high goals  | ✓                |                  | I R           |
| Give and receive effective feedback and act to improve personal performance                                       | ✓                |                  | I R           |
| Accept support from others including colleagues, governors, and the LA  | ✓                |                  | I             |
| Prioritise, plan and organise themselves and others   | ✓                |                  | A R           |
| Think creatively to anticipate and solve problems   | ✓                |                  | I R           |
| Combine the outcomes of regular school self-review with external evaluations in order to develop the school       | ✓                |                  | I R           |
| Commitment to continued improvement, coaching and mentoring   | ✓                |                  | A R           |
| An inspirational leader   | ✓                |                  | I R           |
| A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy. | ✓                |                  | I R           |

| <b>Strengthening the Community</b>  | <b>Essential</b> | <b>Desirable</b> | <b>Source<br/>A-Application<br/>I- Interview<br/>R- Reference</b> |
|---|------------------|------------------|---|
| Support and seek to develop the distinctive ethos of the school   | ✓                |                  | I R   |
| Collaborate and network with other schools  | ✓                |                  | A I R   |
| Recognise and take account of the richness and diversity of the school's communities  | ✓                |                  | 1   |
| Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils | ✓                |                  | A I R   |

| <b>Other Requirements</b>  |   |  |
|--|---|--|
| Application forms should be completed in full  | ✓ |  |
| Personal Statement should be clear and concise   | ✓ |  |
| Personal Statement should address the criteria identified in the person specification                  | ✓ |  |
| <b>Confidential References and Reports</b>   |   |  |
| Written reference(s) only will be considered   | ✓ |  |
| References will confirm professional and personal knowledge, skills and abilities as referred to above | ✓ |  |
| Positive recommendation from current employer  | ✓ |  |

**The Shaw Education Trust and the Academy Council's Governing Body are committed to safeguarding and promoting the welfare of children.**

**This post is subject to Enhanced Disclosure procedures.**

