

## WALBOTTLE CAMPUS – Person Specification

### Head of Performance TLR1b

Category	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Performance related Degree. [PE, Performing Arts, Music]</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualification, evidence of further study.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Considerable experience of leadership and management.</li> <li>• Teaching KS3, KS4 and KS5 Performance related subject.</li> <li>• In-depth knowledge of the Performance curriculum.</li> <li>• Consistent record of raising standards.</li> <li>• Leading/promoting Independent Learning</li> <li>• Consistently good/outstanding teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful management of change.</li> <li>• Leading creatively.</li> <li>• Knowledge/experience of monitoring and evaluating staff and student performance.</li> <li>• Knowledge/record of managing and promoting curriculum development.</li> <li>• Sound knowledge of the Performance curriculum.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Relevant CPD over last three years.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge/Experience of planning, supporting and leading professional development for teaching staff.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proven strong teaching, leadership and management skills.</li> <li>• Ability to communicate effectively orally and in writing.</li> <li>• ICT Literate.</li> <li>• Ability to form good relationships with parents, adults and students.</li> <li>• Ability to work collaboratively within a team and when necessary, resolving conflict.</li> <li>• the ability to use data as a tool for school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Good time Management</li> <li>• Proven ability to create conditions for sustained improvement.</li> <li>• The ability to use ICT creatively to promote student engagement and achievement.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Sense of humour and perspective</li> <li>• Enthusiastic.</li> <li>• Inspires others.</li> <li>• Approachable.</li> <li>• The ability to be a positive team member as well</li> </ul>	

	as team leader.	
<b>Knowledge and Competence</b>	<p>To demonstrate:</p> <ul style="list-style-type: none"> <li>• understanding of new and emerging technologies support learning and teaching.</li> <li>• principles and strategies of faculty improvement</li> <li>• strategic Development Planning Process</li> <li>• strategies for ensuring inclusion and diversity</li> <li>• self review and evaluation procedures as applied at faculty level.</li> <li>• Identification and intervention strategies which ensure student achievement.</li> <li>• sound knowledge of current national policies</li> </ul>	<p>To demonstrate:</p> <ul style="list-style-type: none"> <li>• strategies for raising achievement and achieving excellence.</li> <li>.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• The use of a range of evidence, including appraisal to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.</li> <li>• Combination of the outcomes of regular school self review with external evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the work of the school governors.</li> </ul>
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>• Inspire, challenge, motivate and empower others to carry the vision forward.</li> <li>• Model the vision and values of the school.</li> <li>• Demonstrate personal enthusiasm for and commitment to the learning process.</li> <li>• Access, analyse and interpret information.</li> <li>• Resilience.</li> <li>• Loyalty to the Leadership Team and the Governing Body.</li> </ul>	