**Person Specification**

**Curriculum Team Leader**

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| **Professional Values and Practice** | * Well qualified with degree, PGCE or equivalent. * Evidence of recent CPD, including preparation for new specifications or willingness to undertake and lead CPD. * To enjoy teaching and to be a successful teacher able to model outstanding teaching to others by regularly acquiring, at minimum, an equivalent of an OFSTED grade of ‘good’ for learning and teaching. * Ability to lead and inspire in a time of change and improvement building on past school experience. * Further leadership potential |
| **Professional Skills, Knowledge and Awareness** | Key Stage 3   * Secure knowledge of the National Curriculum Programme of Study in the relevant subject specialism. * Understand the cross-curricular expectations of the National Curriculum.   Key Stage 4   * Awareness of the pathways for progression through the 14-19 phase. * Familiarity with the key skills specified by the Qualifications Curriculum Authority and National Qualifications Framework. * Awareness of how to progress you students in your own subject and through the range of qualification which are available. * Secure knowledge of the National Curriculum Programmes of Study and related schemes of work.   All Key Stages   * Experience of using ICT effectively both in curriculum planning and in teaching. * Understanding of your responsibilities under the SEN Code of Practice. * Knowledge and experience of developing a purposeful learning environment. * Respect for students’ social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning. * Knowledge and experience of applying a framework of curriculum planning which:   + - Includes long and short term plans     - Requires learning objectives to be identified for classes, groups and individuals     - Enables monitoring, assessment and recording of students’ progress. * Understanding the role of other professionals in maximising students’ learning. * Organisational and time management skills to enable effective teaching of whole class, groups and individual students. * Knowledge and experience of interactive teaching methods and collaborative group work, which enable students to take responsibility for their own learning. * Experience of enabling students with different learning needs and of varying abilities (including EAL) to maximise their learning through provision of differentiated activities. * Awareness of equality issues, in maximising opportunities to explore and promote equality and raise awareness of diversity through teaching and learning. * Using a range of strategies to promote good behaviour and to manage inappropriate behaviour within school policies. |
| **Personal Skills** | * Personal impact and presence * Commitment to inclusion * Ability to relate very well to students, parents and professionals * Able to make a contribution to the school and to the community. |