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| **POST TITLE: LEAD PRACTITIONER, BUSINESS, COMPUTING AND IT** | **Essential** | **Desirable** |
| **QUALIFICATIONS & TRAINING** |
| Educated to degree level in specialised subject area | ✓ |  |
| Qualified Teacher Status (QTS) or equivalent | ✓ |  |
| Recent and relevant professional development | ✓ |  |
| **EXPERIENCE** |
| Successful track record at middle leader level | ✓ |  |
| Demonstrable evidence of raising standards of teaching, learning and student progress, which ensures all students are provided with high quality education which promotes the highest possible standards of achievement | ✓ |  |
| Experience of supporting colleagues to develop  | ✓ |  |
| Experience of planning and delivering interventions for pupils | ✓ |  |
| Experience delivering training | ✓ |  |
| Evidence of understanding and implementing robust systems for safeguarding, pastoral care and personalised learning to ensure every student feels safe, valued and supported | ✓ |  |
| Detailed knowledge of the curriculum and experience of curriculum delivery, monitoring and assessment | ✓ |  |
| **SKILLS, ABILITIES AND KNOWLEDGE** |
| Ability to develop, empower and support staff to ensure maximum contribution of all staff to improve the quality of education for students | ✓ |  |
| Ability to mentor, inspire, coach, influence and motivate others | ✓ |  |
| Ability to inspire high levels of performance in all students regardless of their starting points | ✓ |  |
| Ability to analyse and interpret data in order to drive academy improvement | ✓ |  |
| Knowledge of the National Curriculum | ✓ |  |
| Knowledge of effective teaching and learning strategies | ✓ |  |
| Knowledge of the barriers to learning that pupils may face | ✓ |  |
| Tailoring plans and interventions to individual pupils | ✓ |  |
| An excellent understanding of how children learn | ✓ |  |
| Ability to adapt teaching to meet pupils’/students’ needs | ✓ |  |
| Ability to build effective working relationships with pupils/students | ✓ |  |
| Ability to establish curriculum development, assessment and co-ordination | ✓ |  |
| Knowledge of effective behaviour management strategies | ✓ |  |
| Able to use systems and to conduct analysis and produce reports | ✓ |  |
| Good ICT skills, particularly using ICT to support learning | ✓ |  |
| **ATTITUDE AND BEHAVIOURS** |
| Commitment to own personal and professional development | ✓ |  |
| Commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | ✓ |  |
| Approachable, reliable, resilient, and is highly visible to students, parents/carers, staff and the wider community  | ✓ |  |
| Strong decision maker, with a willingness to take responsibility and ownership | ✓ |  |
| High expectations for children’s attainment and progress | ✓ |  |
| Inclusive and collaborative | ✓ |  |
| Commitment to promoting and safeguarding the welfare of young people | ✓ |  |
| Committed to ensuring equality of opportunity for all | ✓ |  |
| Ability to work under pressure and prioritise effectively | ✓ |  |
| Willingness to work as part of the wider trust, sharing best practice and promoting the development of staff through mentoring, sharing resources and collaborative working to benefit all academies in the Trust | ✓ |  |
| Commitment to maintaining confidentiality at all times | ✓ |  |
| **OTHER REQUIREMENTS** |
| Valid driving licence with entitlement to drive in the UK |  | ✓ |
| Satisfactory completion of all pre-employment checks, including an Enhanced DBS disclosure with children’s barred list checks | ✓ |  |