

Person Specification for Numeracy Subject Leader

Experience, qualifications and training

Essential

- Qualified Teacher Status and at least 3 years teaching experience
- Experience of teaching children with a range of special needs and evidence of a range of teaching skills to meet their individual needs
- Experience of teaching in more than one key stage in either an SEN or mainstream school

Desirable

- Experience of leading and managing a subject area
- Experience of working as a middle leader
- Additional relevant and recent training / qualifications to support the teaching of children with a range of special needs including Moderate Learning Difficulties , Complex learning difficulties and ASD
- Relevant experience, qualification and / or training that would enable the candidate to teach / lead more than one subject across the school

Knowledge, skills and abilities

Essential

- Aware of current national initiatives impacting on role within school and able to incorporate new methodology into practice
- A good knowledge of relevant policies/ codes of practice and awareness of relevant legislation
- Clear understanding of self-evaluation and subject improvement planning and links with whole school improvement
- Competent in assessing, recording and reporting
- Good knowledge and understanding of data analysis and competent in using data in identifying areas for actions including using data to set targets for improvement
- Work constructively as part of a team, listen effectively and sensitive to the views of others
- Ability to lead a team of staff and plan and deliver effective training, INSET and meetings
- Able to effectively manage, deploy and direct the work of teaching and support staff as appropriate to promote learning
- Use ICT and other technological equipment effectively to support and promote children's independence, communication and learning

Decision making skills

Essential

- Able to investigate, resolve problems and make decisions. This will include an ability to collect and weigh evidence, make judgments and take decisions in line with good educational practice
- Able to think creatively and imaginatively to identify opportunities

Communication skills

Essential

- Able to communicate clearly and take into account the views of others
- Able to communicate effectively both verbally and in writing with a range of audiences, especially parents
- Able to negotiate and consult effectively
- Able to articulate personal values in relation to education and sustain a point of view against differences of opinion

Self- management skills

Essential

- Able to prioritise, plan time and organise work effectively
- Can work on own initiative
- Comfortable working under pressure towards deadlines
- Self-motivating and able to set personal goals and actively seek learning opportunities to gain new skills and knowledge that will improve the learning outcomes of children

School ethos

Essential

- Able to support a vision for high quality education that promotes spiritual, moral and cultural development
- Able to ensure that the school atmosphere is welcoming
- Establish an ethos conducive to promoting good relationships and high achievement whilst maintaining high standards of behaviour

Personal attributes

Essential

- Adaptable to changing circumstances and ideas
- Demonstrates energy, enthusiasm and commitment
- Reliable and has integrity
- Highly motivated, energetic and committed with a real desire to teach children and young people with a range of SEN
- Consistently high expectations in terms of learning and behaviour of all children
- Competent and confident in own ability to carry out all duties as given within job details
- A good sense of humour with an ability to be flexible and respond willingly and appropriately to new situations