



Assistant Director of Maths - Person Specification

	JOB REQUIREMENT	Essential	Preferred	* How assessed
Qualifications, knowledge and experience	Honours degree in relevant specialism.	√		A & C
	QTS	√		A & C
	Demonstrable experience of teaching mathematics at both Key Stage 3 and Key Stage 4	√		A & I
	Demonstrable experience of teaching mathematics at Key Stage 5		√	A & I
	High level knowledge of the KS3 and KS4 mathematics curriculum and Ofsted framework	√		I & T
	Demonstrable experience of inclusive curriculum design in Mathematics for both Key Stage 3 and Key Stage 4	√		A & I
	Demonstrable experience of inclusive curriculum design in Mathematics for Key Stage 5		√	A & I
	Proven track record in implementing strategies and interventions to raise achievement and standards, narrowing gaps in attainment and progression.	√		I & T
	Evidence of the application of information and communication technology (ICT) to learning and teaching in subject area(s).	√		I
	Demonstrable experience of monitoring and evaluation, target setting, school improvement planning and a thorough understanding of strategic leadership.	√		A & I
	Experience of delivering CPD, coaching and mentoring colleagues.	√		A & I
	Previous experience of working with children with SEMH	√		A & I
	Good working knowledge and understanding of barriers to learning and experience of implementing strategies appropriate to learners with SEMH	√		I & T
Personal and interpersonal	Leading & Deciding - Leading and Supervising Experience of leading teams effectively. Providing others with a clear direction; setting appropriate standards of behaviour that align to the vision and values; delegating work appropriately and fairly; motivating and empowering others; providing staff with development opportunities and coaching; recruiting staff of a high calibre.	√		I
	Interacting & Presenting - Persuading and Influencing Makes a strong positive personal impression on others; gains clear agreement and commitment from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others and ensures others are acknowledged for their ideas and contributions; manages and diffuses conflict effectively.	√		I
	Creating & conceptualising – Creating & innovating Produces new ideas, approaches and insights; delivers innovative lessons that encourage high levels of aspiration and achievement; produces a range of solutions to problems; seeks opportunities for increased levels of performance; devises effective change initiatives	√		I
	Organising & executing – Delivering results & meeting expectations Focuses on organisational and pupil needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way	√		I
	Adapting & Coping – Coping with pressures & setbacks Works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it	√		I

	Enterprising & performing - Achieving personal work goals & objectives Accepts and tackles demanding goals with enthusiasm; works hard and has a flexible approach to work; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self	√		I
Child Protection	A commitment to the responsibility of safeguarding and promoting the welfare of young people.	√		I
	Enhanced DBS disclosure (<i>to be completed by preferred candidate following interview</i>).	√		C
	Willingness to undertake safeguarding training when required.	√		I

* A = by application, C = by clearances, I = assessed by Interview, T = task