

## Director of Standards Person Specification

Educational Qualifications and Training		Evidence
Essential	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Degree or equivalent</li> <li>Evidence of Continuing Professional Development or further professional study</li> <li>A knowledge of teachers' professional standards, duties and legal responsibilities</li> <li>Willingness to continue to learn and develop in role</li> </ul>	A, R A, R A, R, L L, I, A  L, I, A
Desirable	<ul style="list-style-type: none"> <li>Designated Safeguarding Training</li> <li>NPQML, NPQSL or NPQH qualification</li> </ul>	A, L A, L
Experience		
Essential	<ul style="list-style-type: none"> <li>Evidence of effective classroom practice</li> <li>Promotes high standards of teaching and learning through excellent classroom practice</li> <li>Ability to make learning fun and engaging while ensuring all children are appropriately challenged</li> <li>Previous experience in a senior leader or middle leader role in a primary school</li> <li>Data analysis and action planning which impacts on progress and standards</li> <li>Experience of leading and managing people</li> <li>Contributing to self-evaluation and school improvement</li> <li>Experience of leading training and other staff development activities</li> <li>Experience of working with governors, parents, outside agencies and the wider community</li> </ul>	L, R, I L, R, I  L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I
Desirable	<ul style="list-style-type: none"> <li>Teaching in more than one key stage</li> <li>Leading staff appraisal</li> <li>Experience of coaching and mentoring</li> </ul>	L, R L, R L, R
Knowledge and Understanding		
Essential	<ul style="list-style-type: none"> <li>In-depth knowledge of curriculum development and effective pedagogy</li> <li>Sound understanding of assessment, recording and reporting</li> <li>Subject leadership of a core subject with impact on school improvement</li> <li>Understanding of strategies for school improvement</li> <li>Knowledge of how effective use of data and target setting can raise standards</li> <li>Up to date knowledge and understanding of current educational issues</li> <li>Ability to work with the Senior Leadership Team to formulate, monitor and review plans and policies.</li> </ul>	L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I
Skills		
Essential	<ul style="list-style-type: none"> <li>Ability to motivate, lead and manage people to work individually and in teams</li> <li>Ability to work as part of a team</li> <li>Ability to implement change and plan strategically</li> <li>Excellent communication skills both orally and in writing</li> <li>Understanding, analysis and interpretation of school performance data</li> <li>Ability to prioritise, work under pressure and meet deadlines</li> <li>Effective problem solving skills</li> <li>Effective administration and organisational skills</li> </ul>	L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I L, R, I

Personal Attributes		
Essential	<ul style="list-style-type: none"> <li>• Value all children and committed to the development of the whole child</li> <li>• Relate well to pupils, staff and parents and care about their individual needs</li> <li>• Able to adapt to changing circumstances and new ideas in a positive and creative manner</li> <li>• Ability to deal with sensitive issues in a professional manner</li> <li>• Has high standards of self and others</li> <li>• Good judgement</li> <li>• Energy and enthusiasm</li> <li>• Integrity and loyalty</li> <li>• A good sense of humour</li> <li>• Willingness to go that extra mile</li> </ul>	L, I L, R, I L, I  L, I L, I L, I L, I L, I L, I L, I L, I
Suitability to work with children		
Essential	<ul style="list-style-type: none"> <li>• Full DBS check</li> </ul>	R

A = Application, L = Letter, I = Interview day, R = Reference/Checks