



Head of Department

PERSON SPECIFICATION

Essential requirements are those, without which, the candidate would not be able to fulfil the responsibilities of the role. It is expected that the post holder will have the knowledge and qualifications indicated or their equivalent.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Professional qualifications	Essential	Desirable	Evidence
A relevant undergraduate degree	✓		Application and documents
Qualified Teacher Status	✓		
Post graduate qualification (e.g. M. Ed or Ph. D)		✓	
Professional experience	Essential	Desirable	Evidenced
Ability to evidence impact of own teaching, learning and outcomes of students, proportionate to career stage.	✓		Application Interview References
Proven track record as an outstanding, inspirational and motivational teacher with evidence of positive impact on raising the quality of teaching and effective progress and attainment of all students.	✓		
Evidence of collaboration and building effective partnerships with parents, carers and the wider community to enrich teaching and learning and impact on achievement.		✓	
Demonstrable evidence of being part of a successful team that has delivered measurable improvement in teaching practice.		✓	
The ability to teach a second subject.		✓	
Professional knowledge	Essential	Desirable	Evidenced
Up to date knowledge of current thinking on curriculum models.	✓		
Understanding of current pedagogical thinking and theories of learning.	✓		



Knowledge of pastoral systems and structures including those around safeguarding.	✓		Application
Awareness and understanding of the latest research, initiatives and technologies in curriculum, assessment and student development.	✓		Interview
Good understanding of curriculum content and assessment procedures up to GCSE level.	✓		References
Excellent understanding of safeguarding procedures and the duty of all professionals to safeguard children.	✓		
Personal skills	Essential	Desirable	
Highly skilled communicator with strong interpersonal and presentation skills in verbal and written media. Able to adapt to diverse audiences that may include Governors, parents and carers, staff, students and the wider community.	✓		
Ability to provide clarity of vision, articulate aims and motivate, challenge and direct others as required.	✓		
High level organisational and administrative skills that are relevant to the successful delivery of the school's education goals and priorities.	✓		Interview
Ability to communicate with people appropriately with sensitivity, empathy and compassion.	✓		
High levels of ICT competence	✓		
Skilled and courageous in dealing with challenging situations and resolving them.	✓		
Leadership skills	Essential	Desirable	
Can develop and communicate a clear vision for the department aligned with whole school priorities.			
Can think strategically, identifying and prioritising areas for improvement.			
Acts with sound judgement to make timely and informed decisions under pressure.			
Can delegate responsibilities while fostering professional growth in the team.			
Can positively lead and manage change, ensuring staff engagement.			
Builds strong, productive and positive relationships within the department, across departments and with senior leaders to promote whole-school improvement.			
Has experience of developing staff through coaching, mentoring and/or performance management.			



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Has high expectations, leads by example by ensuring quality first teaching and upholds professional standards in line with school policies.			
Acts with integrity and decision making is guided by what is best for the education students we teach.			
Can inspire and motivate others to achieve the best possible outcomes for our students.			
Able to assertively and compassionately hold others to account and provide professional challenge when appropriate.			
Personal skills	Essential	Desirable	
Well-developed or developing educational philosophy in keeping with the values, vision, ethos and culture of the school, recognising the needs of students, staff and the community.	✓		Interview
Commitment to excellence in teaching and learning, whilst recognising the importance of work-life balance and managing workload pressures for your own wellbeing.	✓		
Understanding the importance and value of engaging with parents, carers and the wider community.	✓		
Positive mind set with a passion for overcoming barriers.	✓		
Commitment to equality that raises aspirations for all, enabling the academic, spiritual, moral, social, emotional and cultural development of students.	✓		
Strong working ethos with a pro-active, positive, enthusiastic and flexible approach.	✓		
Team player willing to support and help others in need.	✓		
Passionate about learning, about teaching, developing practice and improving as a practitioner.	✓		

Working conditions – environment, and physical effort or strain.

Some emotional demands arising from student/parent contact over sensitive and confidential issues

Context/additional information

Role holders will occasionally be required to attend training to keep their skills and knowledge up to date.



Testbourne Community School

There is a particular responsibility to maintain high standards of health and safety, in order to ensure that students and staff are protected from various hazards, within the framework of relevant risk assessments.

Testbourne Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Enhanced Disclosure Barring Service and other relevant employment checks.