

## Head of RE - Person Specification

Education and Qualifications	Criteria	Assessment
Evidence of success in professional development across career to date	E	A/I
Appropriate educational and professional qualifications the role	E	A/I
Experience	Criteria	Assessment
A track record of success in leadership in a RE department	D	A/I
A track record of achievement in raising standards and delivering improvements in results	E	A/I
Demonstrable success in leading a department or faculty through significant periods of development	D	I
Evidence of the ability to develop excellent relationships with young people and adults	E	I/R
Successful experience of using target setting, data analysis and curriculum innovation to improve performance	E	I
Experience in analysis of need in planning and implementing development initiatives for staff	E	A/I
Evidence of promotion of innovative technologies in teaching and learning	D	I
Experience of working successfully with local community and external agencies/stakeholders	D	A/I
Knowledge, Skills and Qualities	Criteria	Assessment
A thorough understanding of school leadership and school improvement needed to achieve outstanding student progress and personal development	E	A/I
Knowledge of current education legislation, national strategies, trends and innovation	E	A/I
An understanding of research in developing approaches to learning and the ability to put this into practice	D	A/I
A thorough understanding of the design and implementation of a specialist curriculum	E	A/I
The ability to analyse performance accurately and to articulate reasons behind successful achievement and poor performance	E	I
Ability to communicate effectively and model high standards of literacy to our students	E	A/I
Personal Qualities	Criteria	Assessment
A clear understanding of and commitment to the development of the ethos in the school	E	I/R
Clarity of vision and strong leadership competencies	E	I/A
Determination to succeed in challenging situations	E	I/R
Sensitivity and wisdom in managing relationships with students, parents and staff	E	I/R
Ability to provide inspirational leadership to a large and diverse staff team	E	I/R
High level interpersonal and communication skills, capacity to influence	E	I/R
Commitment to inclusive education providing opportunity for achievement for all	E	A/I
Commitment to the wider community and its involvement in lifelong learning	E	A/I
High expectations of student achievement conduct and behaviour	E	I/R

**Criteria Key**

Desirable  
Essential

**Assessment Key**

A Application Form  
I Interview  
R References