**PERSON SPECIFICATION and ASSESSMENT FORM**

Dumfries & Galloway COUNCIL

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| **Candidate Name** | | **Post Ref No** | |
| **Post Title** | Principal Teacher Curriculum | **JE Ref** | |
| **Service** | Education Services | **Band** | PT07 |
| **Base** | Stranraer Academy | | |

| **References** | Name | *Good* | *Fair* | *Poor* |
|---|---|---|---|---|
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| 2 | | | | |

| **Requirements** *Essential (E) or Desirable (D)* | **E** | **D** |
|---|---|---|
| **1. Education and Training** | Score | |
| Relevant Teaching Qualification. | E | |
| Full Registration with GTC (Scotland) or eligible for Full Registartion in relevant sector. | E | |
| Diploma in Secondary Education | E | |
| Evidence of ongoing professional development since original qualification. | E | |
| Evidence of involvement in educational research | | D |
| **2. Experience** | Score | |
| Variety of secondary teaching experience. | E | |
| Effective classroom practitioner. | E | |
| Evidence of working with parents and/or community. | E | |
| Evidence of managing teams of staff | E | |
| Evidence of having led staff development. | | D |
| Management experience at faculty level | | D |

| **Requirements** *Essential (E) or Desirable (D)* | **E** | **D** |
|---|---|---|
| **4. Knowledge** | Score | |
| Recent experience in curriculum development. | E | |
| Sound Knowledge and understanding of the Secondary curriculum. | E | |
| Knowledge of current practise in Quality Assurance | E | |
| Self evaluation an integral part of own practice. | E | |
| Evidence of adopting innovative practise | E | |
| Evidence of leading whole school developments. | | D |
| Involvement in in-school and/or Authority working groups. | | D |
| **5. Personality Factors** | Score | |
| Resilient under pressure | E | |
| Approachable and inspires confidence | E | |
| Decisive | E | |
| Vision, enthusiasm and commitment | E | |
| Good interpersonal skills | E | |
| Team leader and player | E | |
| Empathetic Communicator | E | |

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| Ability to initiate and manage change | E | |
| High expectations and levels of motivation | E | |
| A finisher | E | |
| Ability to relate positively to young people | E | |

| **3 Skills and Abilities** | Score | |
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| Evidence of effective time and resource management. | E | |
| Evidence of effective oral and written communication skills. | E | |
| Ability to use own initiative. | E | |
| Ability to implement decisions effectively. | E | |
| Ability to find solutions to problems. | E | |
| Evidence of appropriate use of information technology in teaching and administration. | E | |

| **6. Other Requirements** | Score | |
|---|---|---|
| Good health and attendance record. | E | |
| Commitment to professional development of self and all staff. | E | |
| Enthusiasm for promoting the well being of the school and its young people | E | |
| Commitment to GIRFEC and values in education where the development of the whole child is central | E | |
| Interest in fostering and developing school and community links | E | |

**Guidance Notes:**

A person specification may include any non-discriminatory factors that have previously been identified as necessary or desirable for the role. Remember that these can include factors such as judgement, motivation, leadership, social skill/maturity and creativity/ideas. Structure your interview and selection tests to examine each candidate's suitability for the role based on these criteria. To reach your decision rate each candidate and calculate their total score, including any weighting you have confirmed prior to interviews starting. Use the space overleaf to record how candidates react to questioning. Your assessment must consider only those factors you have explicitly identified above. All forms used to record the assessment of candidates must be retained for the selection file to show how decisions were reached.

| **Interviewer** | **Date** | Candidate **Total Score** | |
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