**Personal Specification**

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| Will have an understanding of what constitutes ‘outstanding’ in their field of expertise and the ability and confidence to articulate this.  Will have an appreciation of how their specialism and skills and subject specific CPD can contribute to the wider school improvement agenda. | To understand the GREEN values of the WF GREEN TSA and aim to embed them in all aspects of their work. |
| Will have evidence of successfully using coaching and/or facilitation skills to bring about sustainable improvements.  Have excellent communication and interpersonal skills.  The ability to utilise high levels of emotional intelligence to work sensitively and collaboratively with peer colleagues. | Will have experience in a specialist area(s) and have brought about successful sustainable change and improvements. |
| Be outstanding middle or senior leaders with at least two years’ experience and excellent knowledge in a particular field of expertise.  Must have a minimum of two years’ experience in a leadership role within a school or academy. | Will be familiar with CPD partners such as Princes Teaching Institute (PTI) and Centre for Use of Research and Evidence in Education (CUREE). |
| Must have a successful track record, supported by substantial evidence of impact of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school. | Willingness to work with the TSA Administrator to set up subject networking, setting agenda including the standardisation feedback to be delivered by TSA examiners. |
| Will need excellent communication and interpersonal skills. SLEs will have an collaborative approach in identifying CPD needs and the ability to prioritise accordingly, including the ability to set and establish new and innovative working practices | A commitment to their own CPD and a willingness to attend SLE CPD twice a year.  A willingness to liaise regularly with the TSA Administrator and attend yearly TSA evaluation meetings. |
| Will have a successful track record, supported by substantial evidence of impact of working effectively within their own school and/or across a group of schools, or working with a range of leaders within a single school | To be able to evaluate the impact of their own SLE work. |