

## **PERSON SPECIFICATION**

### **QUALIFICATIONS**

Must have QTS

NPQH is not mandatory, but would be desirable along with evidence of ongoing learning and development

First degree at honours level or equivalent.

Evidence of further professional studies / research - e.g. a higher degree

### **EXPERIENCE**

Has a proven track record serving as a senior leader in a secondary school.

Be able to demonstrate impact as a Senior Leader

Recent experience of Ofsted Inspection

Successful experience of managing change and promoting distributive leadership.

Successful experience of collaborating with schools and other organisations in partnership.

### **STRATEGIC DIRECTION AND SHAPING THE FUTURE**

Demonstrates the ability to think strategically, build and communicate a coherent vision for raising standards of teaching and learning in a range of ways.

Able to communicate a vision effectively in order to inspire, challenge, motivate and empower others to carry the vision forward.

Can demonstrate a good knowledge and understanding of what constitutes an effective school and has the necessary skills of leadership and management to lead this.

Is committed to:- establishing a collaborative school vision of excellence and equity that sets high standards for every student: setting and achieving ambitious, challenging goals and targets; inclusion and the ability and right for everyone to achieve their full potential.

Can demonstrate an understanding of the particular issues and opportunities associated with leading a selective school.

### **LEADING TEACHING AND LEARNING**

Develops relevant and rigorous strategies for performance improvement.

Accesses, analyses, interprets and acts upon data in order to raise standards.

Able to analyse, use and disseminate relevant data to inform strategic planning and initiate whole school improvement.

Initiates and supports research / debate about effective learning.

Understands the potential of ICT and the digital world to transform teaching and learning in supporting students to become more independent and self-directing.

A clear understanding of the importance of Safeguarding Children.

The ability to maintain a school site that ensures health and safety of students, staff and visitors.

A proven knowledge of the national and international education agenda.

A substantial knowledge, experience and enthusiasm for curriculum leadership and development and the opportunities that a wider curriculum can provide for all learners.

### **DEVELOPING SELF AND WORKING WITH OTHERS**

Foster an open, fair and equitable climate.

Develops, empowers and sustains individuals / teams.

Collaborates and networks with others beyond the school.

Gives and receives effective feedback and acts to improve personal performance.

Challenges, influences and motivates others to obtain high goals.

Accepts appropriate support from others including colleagues and Governors.

Is committed to effective working relationships, effective team working and CPD for all - including staff.

### **MANAGING THE ORGANISATION**

Establishes and sustains appropriate rigorous structures and systems.

Has the ability to manage the school efficiently and effectively on a day to day basis.

Delegates management tasks and monitors their implementation.

Appropriately plans and organises themselves and others.

Makes professional, managerial and organisational decisions based on informed judgements.

Thinks creatively to anticipate and solve problems.

Has the ability to organise the management of premises and finance.

### **SECURING ACCOUNTABILITY**

Demonstrates political insight and anticipates trends.

Engages the school community in the systematic and rigorous self evaluation of its work.

Is able to identify the strengths and weaknesses of the school through the use of data and act upon that identification.

Is able to combine the outcomes of self review and external evaluations in order to develop the school.

Will use school self-evaluation to ensure the academic, cultural, social, spiritual, moral and emotional development of all students.

### **STRENGTHENING THE COMMUNITY**

Engages in a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibility.

Listens to, reflects and acts upon learning community feedback.

Builds and maintains effective relationships with students, parents, carers, partners and the wider community to enhance the education of all learners.

Is committed to:

Collaborating and engaging fully with other schools across the cluster and the local secondary partnership.

Working with all agencies to support the well being of students and their families.

Involving all members of the learning community in supporting learning for all.

### **PERSONAL QUALITIES**

Excellent written and verbal communication skills.

Adaptable to changing circumstances and new ideas.

Approachable, reliable, has presence and enjoys being highly visible to children and parents.

Self-motivated with good organisational skills and the ability to prioritise workload effectively.

Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement.

Values diversity and the unique contribution that every individual makes to the learning community.

Demonstrates professionalism, loyalty and integrity.