



## Section 1 Qualification and Experience

### 1. Qualifications

- Have achieved QTS
- To be able to evidence further Professional Development in preparation for Headship e.g. NPQSL, CEPQH

### 2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage.
- Evidence of successful senior leadership experience in more than one school, or recent DHT or HT experience.
- Has appropriate training and experience of Safeguarding / Child Protection.
- Can demonstrate impact of leadership on Teaching, Learning and Assessment at whole school level.
- Can demonstrate impact of line management and appraisal on school improvement.
- Experience of budgets.
- Experience and good understanding of School Improvement Planning and Self Evaluation.
- Experience of working with Governors, parents and the wider community.

## Section 2 Leadership

- Leading by example - with integrity, creativity, resilience and clarity.
- Creates a shared vision and ethos with internal and external stakeholders, communicating effectively and inspiring others to value education.
- Provides visible and supportive direction which empowers, enables, motivates and develops the whole school and local community, including a focus on sustainability and caring for the local environment.
- Is able to promote a clear philosophy to staff to ensure outstanding teaching and learning.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes.
- Demonstrates excellent people management skills, emotional intelligence and approachability in order to build a cohesive team and promote effective communication across all levels.

- Proactively develops and implements innovative ideas and embeds these into organisational culture to drive school performance with a managed risk approach.
- Is able to make difficult decisions and convey outcomes clearly and sensitively, supporting others in a variety of situations.
- Welcomes strong governance and actively supports the Governing Body to understand its role and deliver its functions of strategy-setting and monitoring effectively.

### Section 3 Teaching, learning, assessment and additional/special educational needs

- Demonstrates a secure understanding of Key Stage 1 and EYFS curriculum design and delivery, that sets out the knowledge, skills and values that will be taught.
- Has a proven track record of developing evidence informed approaches that result in high outcomes and drive school improvement.
- Secures excellent teaching through an analytical understanding of how all pupils learn (including those with SEND) and of the core features of successful classroom practice and curriculum design.
- Demonstrates an understanding of the importance of a well-designed and cohesive learning environment.
- Holds a passionate belief that all young people can succeed.
- Is an expert practitioner in planning and delivering a high quality provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups.
- Creates an outward-facing school which works with other schools and organisations in a climate of mutual challenge.
- Produces workable solutions to a range of teaching and learning challenges.
- Consistently achieves ambitious targets set from effective data analysis and evaluation.
- Through the use of effective monitoring of teaching and learning, empowers others to look constructively at their own performance.
- Accurately identifies the components of good teaching from a child centred perspective, and disseminates these effectively.
- A proven track record of implementing a school wide, consistent approach to positive behaviour management underpinned by mutual respect between pupils and adults.

### Section 4 Organisational effectiveness

- Able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice by providing clear direction and distributing leadership throughout the organisation, maintaining oversight of impact.
- Provides high quality training and sustained professional development for all staff to grow their own skills and subject knowledge within a supportive culture.

- Has experience of working in partnership with the school leadership team in and responding effectively to challenge.
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability.
- Plans activities and projects well in advance and takes account of possible changing circumstances and manages time effectively.

## Section 5 Ethos / Values / Religious Character

- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Effectively develops the curriculum to reflect the teaching of British Values across the school.
- Promotes equality of opportunity, respect for diversity and sensitivity towards cultural and religious differences.

## Section 6 Safeguarding

- Demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children.
- Have a deep and accurate working knowledge of relevant policies, procedures and practices related to all aspects of Safeguarding and Child Protection.
- Can demonstrate leadership impact on the development of a culture of vigilance and nurture across the whole school community.

**The School are committed to Safeguarding and promoting the welfare of children and young people. The post is subject to an Enhanced Disclosure Application to the Disclosure and Barring Service**