



Qualifications and Experience

- Have achieved QTS
- To be able to evidence further Professional Development in preparation for Headship e.g. NPQSL, CEPQH
- Have teaching experience of working in more than one school and more than one Key Stage
- Evidence of successful Headship experience in at least one school
- Appropriate training and experience of Safeguarding / Child Protection
- A proven track record of impacting on standards and effectiveness in at least one school at headship level
- Can demonstrate impact of line management and appraisal on school improvement and experience of change management
- Evidence of school improvement through effective budget setting
- Deep and accurate understanding of school effectiveness through targeted School Improvement Planning and accurate Self-Evaluation
- Experience of developing the shared vision through working with Governors and the creation of positive partnerships with parents and the wider community

Leadership

- Works in partnership with the Governing body to develop and build upon the school's Christian vision, to be cascaded via the senior leadership team to improve school performance
- Inspires and influences staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement
- Communicates a clear philosophy and gain commitment from all staff to ensure consistent high-quality 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 by creating an ethos within which all staff are motivated and communicate effectively
- Develops and implements innovative ideas and embeds these into organisational culture to drive school performance with a managed risk approach to promote stability within the school
- Confidently makes difficult decisions and conveys outcomes clearly and sensitively, influencing others in a variety of situations

Jesus said 'I have given you an example to follow: do as I have done for you' John 13:15

Teaching, learning, assessment and additional/special educational needs

- Articulates a clear and compelling set of principles, underpinned by a passion to transform the life chances of all pupils and their families
- Demonstrates expertise in curriculum design and delivery including developing evidence informed approaches to key foundational skills that result in higher outcomes, and closing attainment gaps for all children
- 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
- Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve and therefore ensures that pupils are effectively prepared for their next phase of education and life
- Establishes an education culture of 'open classrooms' sharing best practice within school and with other schools, drawing on and conducting relevant research and robust data analysis
- Creates an outward-facing school which works with other schools and organisations in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils
- Evidences a proven track record of implementing a school wide positive approach to behaviour based on relational principles

Organisational effectiveness

- Distributes leadership throughout the organisation, forging a team of colleagues who have distinct roles and responsibilities
- Holds staff to account for their professional conduct and practice creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the coaching skills needed to transmit these to peers and other staff
- Demonstrates proven experience and understanding of managing school budgets to ensure effective cash flow and the equitable deployment of budgets and resources
- 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

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Ethos / Values / Religious Character

- Promotes and is committed to upholding the school's distinctive Christian vision, standards and character
- Embodies positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Demonstrates integrity in all aspects of work
- Understands the importance of British values, consistently models these values and demands the highest standards of mutual respect of all staff, pupils and stakeholders
- Promotes equality of opportunity and respect for diversity, cultural and religious differences within our school and our wider community
- Is committed to working in partnership with the Governing Body, parents, local churches, faith groups, schools, pre-schools, the Diocese, Local Authority and continue to contribute to the collaborative ethos of local partnerships
- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development

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 is 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

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