



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
- 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

- Works in partnership and encourages strong governance with the Governing body to develop and build upon the school's vision, to be cascaded via the senior leadership team to improve school performance
- Leads by example - with integrity, creativity, resilience and clarity through demonstrating excellent people management skills, emotional intelligence and approachability.
- Is able to make difficult decisions and convey those outcomes clearly and sensitively
- Is able to communicate, inspire and influence staff, pupils, parents and the local community, developing engagement with school vision, values and goals which impact on school improvement
- Maintains a good knowledge of latest developments and innovative ideas, effectively analyses risk and, working in partnership with the senior leadership team, implements these to drive school performance

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

- Has a proven track record of school improvement and demonstrates a secure understanding of curriculum design and delivery, that sets out the knowledge, skills and values that will be taught
- Creates an effective inclusive learning environment for all learners (including those with SEND) by monitoring the quality and consistency of teaching throughout the school and delivering a high-quality provision, which secures strong outcomes for all pupils, closing attainment gaps where identified
- 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

- 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
- Makes rational judgements from the available information, analysing and using effectively to inform future practice and consistently achieving ambitious targets linked to school improvement and matched to individual needs
- A proven track record of implementing a school-wide consistent approach to positive behaviour management using nurture principles and fostering mutual respect between adults and children

Section 4 Organisational effectiveness

- Can hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice through high-quality training and sustained professional development for all staff
- Has experience working in collaboration with the school staff team, responding to change opportunities, providing effective solutions for implementation, and making positive use of the opportunities it presents
- Exercises strategic, curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability

Section 5 Ethos / Values / Religious Character

- Has the ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Is committed to promoting positive and respectful relationships across the school community and promotes equality of opportunity and respect for diversity
- Understands the importance of British values, effectively develops the curriculum and consistently models these values, demanding the highest standards of respect and tolerance from all staff, pupils and stakeholders
- Is able and committed to promoting and developing the school's distinctive Christian vision, standards, character and individual spiritual development through working alongside the local community and wider stakeholders

Section 6 Safeguarding

- Can demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children
- Has 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**