

Qualifications

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

Experience

- Have teaching experience of working in more than one school and more than one Key Stage.
- Evidence of successful leadership experience in at least one school.
- Appropriate training and experiencing of safeguarding/child protection.
- A proven track record of impacting on standards and effectiveness in at least one school at senior leadership 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, carers and the wider community.

Leadership

- Works in partnership 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, leading with integrity, creativity, resilience and clarity.
- Is able to inspire, influence and empower staff, pupils, parents, carers and the local community, developing engagement with school vision, values and goals which impact on school improvement.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes.
- Demonstrates excellent people management skills, emotional intelligence and approachability.
- Welcomes strong governance and actively supports the Governing Body to understand its role and deliver its functions of strategy-setting and monitoring effectively.

Teaching, learning, assessment and additional/special educational needs

- Demonstrates a secure understanding of curriculum, design and delivery, that sets out the knowledge, skills and values that will be taught.

- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school focusing on pupils needs and sets high expectations for all.
- Secures excellent teaching through an analytical understanding of how all pupils learn and of the core features of successful classroom practice and curriculum design.
- Is an expert leader in planning and delivering a high-quality inclusive provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups.
- A proven track record of implementing a school wide consistent approach to positive behaviour management, fostering a culture of high expectation and mutual respect between pupils and adults.

Organisational effectiveness

- Is able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice.
- Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account.
- Has experience of working in partnership with the school leadership 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 and effective reporting to governors.
- Makes prompt, clear decisions which may involve tough choices or considered risks and is able to convey outcomes clearly and sensitively, influencing others in a variety of situations.

Ethos/Values

- Possesses a passionate belief that all young people can succeed.
- Promotes equality of opportunity and respect for diversity.
- Is regarded as a school leader but also a team player, with a commitment to work in partnership with the Governing Body, parents and carers, other schools, pre-schools, Local Authority and continue to contribute to the collaborative ethos of local partnerships.

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.