



### **Section 1. Qualifications & Experience**

- Have achieved QTS
- Have achieved NPQH / NPQEL
- 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

### **Section 2. 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
- Leads by example - with integrity, creativity, resilience and clarity
- Inspires and influences staff, pupils, parents and the local community, developing engagement with school vision, values and goals thus empowering, enabling, motivating and developing the whole school
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes
- Demonstrates excellent people management skills, emotional intelligence and approachability
- Proactively develops and implements innovative ideas and partnerships, embedding these into organisational culture to drive school performance with a managed risk approach
- Ability to empower all staff and pupils to strive to excel
- Is able to gather comprehensive information to convey outcomes clearly and sensitively, influencing others in a variety of situations
- Welcomes strong governance and actively supports the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively

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

- Has a proven track record of developing evidence-informed approaches to learning that result in high outcomes
- Has a proven track record of school improvement
- Secures ambitious outcomes for all pupils including those with special educational needs

- 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
- Consistently achieves ambitious targets set from effective data analysis and evaluation
- Demonstrates how rigorous review and evaluation of whole school staff performance management leads to school improvement; raises achievement and brings about high expectations of success
- Empowers others to look constructively at their own performance and how these impacts on the work of the school
- Enable and empower all staff to share and learn from each other in order to transmit this to peers and other staff
- Evidence of fostering a culture of high expectation and mutual respect between pupils and adults; implementing a school-wide consistent approach to positive behaviour management

#### **Section 4. 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
- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Has experience 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
- Monitors performance against deadlines and milestones
- 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 a safe, orderly and inclusive environment

#### **Section 5. Ethos / Values / Religious Character**

- Understands the importance of British values, consistently models these values and demands the highest standards of respect and tolerance from all staff, pupils and stakeholders
- Promotes equality of opportunity and respect for diversity
- Shows respect and sensitivity towards cultural and religious differences
- Is regarded as a school leader but also a team player, with a commitment to work in partnership with the Governing Body, parents, local places of worship, other schools, pre-schools, the Local Authority and continues to contribute to the collaborative ethos of local partnerships

## **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**