



Section 1 Qualification and Experience

1. Qualifications

- Have achieved QTS

2. Experience

- Have teaching experience of working in more than one Key Stage
- Evidence of successful senior leadership experience
- Appropriate training and experience of Safeguarding / Child Protection
- Experience of line management and appraisal
- Experience of School Improvement Planning and Self Evaluation
- Experience of working with Governors, parents and the wider community
- Evidence of further professional development in preparation for Headship e.g NPQH or NPQSL.

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
- Is able to inspire and influence staff, pupils, parents 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
- 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
- Inspires and influences others to believe in the importance of education in our children's lives and encourages them to value education
- Gathers comprehensive information to support decision making

Section 3 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

- Can demonstrate impact of leadership on Teaching, Learning and Assessment at senior leader level
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school
- 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 underpinned by a desire to make a difference to the life chances of all pupils
- 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
- Is an expert practitioner in planning and delivering a high quality provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups
- Has a strong understanding of trauma-informed approaches within educational settings, with the ability to apply strategies that create safe, supportive and emotionally responsive environments for pupils affected by adverse childhood experiences, in order to promote emotional wellbeing and support good mental health
- 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
- A proven track record of 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
- Provides high quality teaching through high quality training and sustained professional development for all staff
- 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
- Has understanding and experience of school budgets including curriculum-led financial planning to ensure effective deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability
- Adapts interpersonal style to suit different people or situations
- Makes prompt, clear decisions which may involve tough choices or considered risks

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
- Possesses a passionate belief that all young people can succeed
- Effectively develops the curriculum to reflect the teaching of British Values across the school
- Commitment and passion to continue to develop a Nurture Accredited School applying nurture principles to support social, emotional and academic development of pupils through a structured, inclusive learning environment.
- Promotes equality of opportunity and respect for diversity
- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development

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.