



Graveney Headteacher Person Specification

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.

2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage relevant to the school (EYFS, KS1, KS2).
- Evidence of successful senior leadership experience.
- Appropriate training and experience of Safeguarding / Child Protection.
- Can demonstrate impact of leadership on Teaching, Learning and Assessment at senior leader level.
- Experience of line management and appraisal.
- Experience of budgets.
- Experience of School Improvement Planning and Self Evaluation.
- Experience of working with Governors, parents and the wider community.

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.
- Understands how to translate that vision into great working partnerships with both internal and external stakeholders.
- Leads by example - with integrity, creativity, resilience and clarity.
- 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.
- Translates the school vision into guidance and direction, which enables the senior leadership team to drive school performance.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes, using all available information, analysing and using data effectively to inform future practice.
- Inspires and influences others to believe in the importance of education in our children's lives and encourages them to value education.

- Able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations.

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

- Has a proven track record of school improvement.
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school.
- Holds a passionate belief that all young people can succeed, including vulnerable pupils by focusing on individual need and being ambitious for all.
- Articulates a clear and compelling set of principles, 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.
- Evidence of fostering a culture of high expectation and mutual respect between pupils and adults.

Section 4 Organisational effectiveness

- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 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 school, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account.
- Exercises strategic, 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.
- Gains clear agreement and commitment from others by persuading, convincing and negotiating.
- Provides others with clear direction.
- Monitors performance against deadlines and milestones.

Section 5 Ethos / Values

- Ability to promote and foster a culture that values the opportunities to partner with the governing board, the staff team and the wider school community.
- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- 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.
- 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.