



## 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 experience of working with more than one Key Stage.
- 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.
- 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.

## Leadership

- Leads by example - with integrity, creativity, resilience and clarity.
- 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.
- Proactively develops and implements innovative ideas and embeds these into organisational culture to drive school performance with a managed risk approach.
- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations.
- Manages knowledge (collects, classifies and disseminates knowledge of use to the organisation).
- 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

- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school.
- Ensures that teachers and other staff have consistently high expectations of what each pupil can achieve and therefore ensures that pupils are effectively.
- Is an expert practitioner in planning and delivering a high-quality provision, which secures strong outcomes and closes attainment gaps for all children, including those that are disadvantaged or have SEND.
- Establishes an education culture of 'open classrooms', sharing best practice within school and with other schools, drawing on and conducting relevant research and robust data analysis.
- Produces workable solutions to a range of teaching and learning challenges
- 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.
- A proven track record of supporting a school-wide consistent approach to positive behaviour management.

## Organisational effectiveness

- Is able to hold all staff to account for their professional conduct and practice, supporting them to improve and value excellent practice.
- Creates an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Adapts to changing circumstances, accepts new ideas and change initiatives and deals with ambiguity, making positive use of the opportunities it presents.
- Has experience of school budgets to ensure effective cash flow and the equitable deployment of budgets and resources.
- Adapts interpersonal style to suit different people or situations.

## Ethos / Values / Religious Character

- Is able and committed to promote and develop the school's distinctive Christian vision, standards and character.
- Is regarded as a school leader but also a team player, with a commitment to working in partnership with the Governing Body, parents, local churches, other places of worship, other schools, pre-schools, the Diocese, Local Authority and continue to contribute to the collaborative ethos of local partnerships.
- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development.
- 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.
- Demonstrates integrity in all aspects of work.

- 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, showing respect and sensitivity towards cultural and religious differences.

## 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**