



## 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
- Evidence of successful Headship or Senior Leadership 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
- Experience of developing the shared vision through working with Governors and the creation of positive partnerships with key stakeholders including parents, other settings and the wider community

## Section 2 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
- Maintains a good knowledge of latest developments and innovative ideas, effectively analyses risk and, working in partnership with the senior leadership team, implements these strategically 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
- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
- 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

### Section 3 Teaching, Learning, Assessment and Additional/Special Educational Needs

- Secures excellent teaching through an analytical understanding of how all pupils learn (including all vulnerable groups) and of the core features of successful classroom practice and curriculum design, which has resulted in demonstrable outcomes.
- Holds a passionate belief that all young people can succeed and 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
- Makes rational judgements from the available information, analysing and using effectively to have impact on future practice
- 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 implementing and maintaining 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
- Creates an ethos within which all staff, through professional development opportunities, 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

- 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

## Section 5 Ethos / Values

- 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 for all cultural and religious differences
- Holds a passionate desire for every child, including all vulnerable groups, to flourish and achieve their very best in their academic, social, physical and emotional 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**