



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, NPQH.

2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage.
 - Evidence of successful 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 senior leadership 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 parents and the wider community.

Section 2 Leadership

- Inspires and influences others to believe in the transformative power of education in children's lives, fostering a strong value for learning and supporting every child to flourish in the world.
- Leads by example - with integrity, humility, compassion, creativity and resilience
- Provides visible and supportive direction which empowers, enables, motivates and develops the whole school while nurturing a strong sense of family across staff, pupils, parents, the local community and local churches.
- Works in partnership with the Governing body to develop and build upon the school's Christian vision, to be cascaded via the senior leadership team to improve school performance.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement.

- Demonstrates excellent people management skills, emotional intelligence and approachability particularly when managing change.
- Proactively develops and implements ideas underpinned by research and embeds these with measurable impact.
- Is able to make difficult decisions and 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

- Demonstrates a secure understanding of curriculum , design and delivery, that sets out the small steps of knowledge, skills and values that will be taught.
- Secures excellent teaching through an analytical understanding of how all pupils learn (including those from vulnerable groups) and of the core features of successful classroom practice and curriculum design.
- 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 outcomes for all pupils.
- Consistently uses data effectively to inform workable solutions to address challenges and strengthen outcomes,
- Effectively creates an effective and calm learning environment that ensures child safety, stability and the opportunity to learn and grow.
- A proven track record of implementing a school wide consistent approach to positive behaviour management built on a culture of dignity and mutual respect between pupils and adults.

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 to flourish.
- 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.
- Makes prompt, clear decisions which may involve tough choices or considered risks and are communicated courageously with compassion.

Section 5 Ethos / Values / Religious Character

- Is committed to promote and uphold the strong distinctive Christian vision to ensure St Saviours continues to be an effective Church School.
- Shares and celebrates that all members of the community are unique, treasured and made in the image of God through behaviour and actions.
- A commitment to work in partnership with the Governing Body, parents, local churches, other places of worship, other schools, pre-schools, the Diocese, Local Authority and 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
- A leader who advocates that every child deserves adults that protect their right to a happy and healthy childhood.
- 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.

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.