



## 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, CEPQH etc

### 2. Experience

- Have teaching experience working in more than one school and more than one Key Stage
- Evidence of successful senior leadership experience in more than one school, or recent DHT or HT experience
- Appropriate training and experience in Safeguarding / Child Protection
- Can demonstrate impact of leadership on Teaching, Learning and Assessment at whole school level
- Can demonstrate impact of line management and appraisal on school improvement.
- Experience of budgets
- Experience and good understanding 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 internal and external stakeholders to develop and build upon the school's vision, to be delivered in partnership with the senior leadership team to improve school performance
- Lead by example to provide visible and supportive direction which empowers, enables, motivates and develops the whole school
- Translates the school vision into guidance and direction, which enables the senior leadership team to drive school performance
- Demonstrates excellent people management skills, emotional intelligence and approachability, with an ability to adapt and communicate with people at all levels and effectively build team spirit
- Maintains a good knowledge of the latest developments and innovative ideas, effectively analyses risk and, working in partnership with the senior leadership team, implements these to drive school performance
- Ability to empower all staff and pupils to strive to excel
- Is able to make difficult decisions and convey outcomes clearly and sensitively, influencing others in a variety of situations
- Works in collaboration with governors to ensure that they are enabled to fulfil their core functions

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

- Demonstrates a secure understanding of evidence-informed approaches to curriculum, design and delivery, that sets out the knowledge, skills and values that will be taught
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school
- Clearly presents defined set of principles, driven by a commitment to improving the life chances of every pupil, including those with SEND.
- 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 experienced practitioner in planning and delivering a high quality provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups
- 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
- Uses data and available information to produce workable solutions to a range of teaching and learning challenges
- Effectively empowers and supports others to create an effective and stable learning environment, by monitoring the quality and consistency of teaching throughout the school
- Accurately identifies the components of good teaching, and demonstrates the coaching skills needed to transmit these to peers and other staff
- Evidence of fostering a culture of high expectation 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
- 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
- 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, making a strong personal and positive impression on others
- Provides others with clear direction
- Makes prompt, clear decisions which may involve tough choices or considered risks
- Monitors performance against deadlines and milestones

## 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
- 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

## 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**