



- Have achieved QTS.
- To be able to evidence further Professional Development in preparation for Headship e.g. NPQSL.
- Have teaching experience of working in more than one school and more than one Key Stage, with evidence of successful senior leadership experience, demonstrating the impact of leadership on Teaching, Learning and Assessment
- Appropriate training and experience of Safeguarding / Child Protection.
- experience in line management and appraisal, managing budgets, contributing to School Improvement Planning and Self-Evaluation, and working effectively with Governors, parents and the wider community.
- Works in partnership with the governing body to create a shared vision and ethos alongside external stakeholders.
- Leads by example - with integrity, creativity, resilience and clarity, inspiring and influencing staff, pupils, parents and the local community, whilst developing engagement with the school's Christian vision, values and goals which impact on school improvement.
- Demonstrates ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes.
- 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 through communication building healthy team spirit.
- Maintains a good knowledge of latest developments and innovative ideas, effectively analyses risk and, working in partnership with the senior leadership team, implements these to drive school performance.
- Gathers comprehensive information when making decisions and convey outcomes clearly and sensitively, empowering staff and pupils to strive for excellence
- Manages knowledge (collects, classifies and disseminates knowledge of use to the organisation).
- Welcomes strong governance and collaborating with the GB to understand its role and deliver its functions of strategy-setting and monitoring effectively.
- Demonstrates a secure understanding of curriculum, design and delivery, has a proven track record of driving school improvement in core subjects, resulting in stronger outcomes and pupils being well prepared for their next phase of education, creating a stable and effective learning environment by monitoring the quality and consistency of teaching across the school, ensuring that all staff maintain consistently high expectations for every pupil.
- Secures excellent teaching through an analytical understanding of how all pupils learn (including those with SEND) and of the core features of successful classroom practice and curriculum design.
- Is an expert practitioner in planning and delivering a high quality provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups.
- Establishing an open-classroom culture that promotes the sharing of best practice within and beyond the school, drawing on research and robust data analysis, making rational, well-informed

judgements by analysing available information effectively to produce workable solutions to a wide range of challenges

- Empowers others to reflect constructively on their own performance, driving school improvement, raising achievement and fostering high expectations of success, while effectively supporting colleagues to create a stable and effective learning environment through consistent monitoring of teaching quality across the school.
- Accurately identifies the components of good adaptive, inclusive teaching, and demonstrates the coaching skills needed to transmit these to peers and other staff.
- A proven track record of implementing a school wide consistent approach to positive behaviour management, which fosters a culture of high expectation and mutual respect between pupils and adults.
- Is able to hold all staff to account for their professional conduct and practice, distributing leadership and forging teams of colleagues who have distinct roles.
- Makes prompt, clear decisions which may involve tough choices or considered risks.
- Provides high-quality teaching through sustained professional development and training for all staff, adapts effectively to changing circumstances by embracing new ideas and opportunities. Exercising strategic, curriculum-led financial planning to ensure budgets and resources are deployed in ways that improve pupil achievement and support the long-term sustainability of the school.
- Plans activities and projects well in advance and takes account of possible changing circumstances against deadlines and milestones.
- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- 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 and religious differences.
- Is able and committed to promoting the school's distinctive Christian vision, standards, character and spiritual development, working in partnership with the local churches, other places of worship and the Diocese.
- 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.