



PERSON SPECIFICATION - HEADTEACHER

Section 1: Qualifications and Experience

1. Qualifications

- Have achieved QTS.
- To be able to evidence further Professional Development in preparation for Headship e.g. NPQSL, CEPQH.

2. Experience

- Have teaching experience of working in more than one school and more than one Key Stage.
- Evidence of significant and successful Senior Leadership experience in at least Deputy Head level, evidence of Acting Headship would be an advantage.
- Appropriate training and experience of Safeguarding / Child Protection.
- A proven track record of impacting on standards and effectiveness in at least one school at 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.

Section 2: Leadership

- 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.
- Creates a shared vision and ethos with internal and external stakeholders through leading 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.
- Provides visible and supportive direction which empowers, enables, motivates and develops the whole school.
- 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.
- Ability to adapt and communicate with people at all levels and effectively build team spirit.
- Evidence of good knowledge and understanding of the changing educational landscape, effectively analysing risk and, working in partnership with the senior leadership team, implements these 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.
- Gathers comprehensive information to support decision making.
- 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.



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

- Demonstrates a secure understanding of curriculum, design and delivery, that sets out the knowledge, skills and values that will be taught.
- Has a proven track record of developing evidence informed approaches to the development of foundational skills, including reading, that result in high outcomes.
- Has a proven track record of school improvement.
- Creates an effective and stable learning environment by monitoring the quality and consistency of teaching throughout the school.
- 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.
- 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.
- Holds a passionate belief that all young people can succeed and is an expert practitioner in planning and delivering a high-quality provision, which secures strong outcomes and closes attainment gaps for all vulnerable groups.
- Creates a collaborative outward-facing school which works with other schools, sharing best practice in a climate of mutual challenge, drawing on and conducting relevant research to secure excellent achievements for all pupils.
- Makes rational judgements from the available information and data, analysing and using effectively to inform future practice and achieve ambitious targets.
- 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.
- Accurately identifies the components of good 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 to foster 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 with a commitment to staff wellbeing.
- Distributes leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account.
- Has experience of working in partnership with the school leadership team, responding to change opportunities, providing effective solutions for implementation.
- Has experience and understanding of managing school budgets exercising strategic, curriculum-led financial planning to ensure effective and considered deployment of budgets and resources, to improve pupil achievement and ensure the school's sustainability.
- Adapts interpersonal style to suit different people or situations.
- Gains clear agreement and commitment from others by persuading, convincing and negotiating.
- Provides others with clear direction and delegates work appropriately and fairly.
- Makes prompt, clear decisions which may involve tough choices or considered risks.
- Plans activities and projects well in advance and takes account of possible changing circumstances, managing time effectively.
- Monitors performance against deadlines and milestones reflecting on impact.



Section 5: Ethos / Values

- 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.
- Is committed to promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Encourages organisational and individual responsibility towards the community.
- 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.
- Effectively develops the curriculum to reflect the teaching of British Values across the school.
- Promotes equality of opportunity and respect for diversity, showing respect and sensitivity towards cultural and religious differences.

Section 6: Safeguarding

- Demonstrates 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.

**Thamesview 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.**