



Person Specification

Section 1 Qualification and Experience

1. Qualifications

- Have achieved QTS.
- To be able to evidence further Professional Development in as Headteacher or 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 successful Headship or Deputy Headship 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/Deputy 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.
- Have a 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

- 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.
- 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.
- Ability to adapt and communicate with people at all levels and effectively build team spirit including building effective relationships with The wider school community and stakeholders
- 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.
- Ability to empower all staff and pupils to strive to excel through an education culture of 'open classrooms', sharing best practice within school and with other schools, drawing on and conducting relevant research and robust data analysis.
- 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 curriculum and monitoring its design and delivery, to ensure that the knowledge, skills and values that will be taught to an excellent standard.
- Has a proven track record of school improvement.
- 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.
- 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.
- Makes rational judgements from the available information, analysing and using effectively to inform future practice.
- Effectively supports others to create an effective and stable learning environment, by monitoring the quality and consistency of teaching throughout the school.
- Can evidence of fostering a culture of high expectation and mutual respect between pupils and adults.

Section 4 Organisational effectiveness

- Demonstrates 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.
- 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.
- Plans activities and projects well in advance and takes account of possible changing circumstances.

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.
- 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. Promoting equality of opportunity, inclusion and respect for diversity.
- Holds a passionate desire for every child to flourish and achieve their very best in their academic, social, physical and spiritual development.

Section 6 Safeguarding

- Demonstrate a commitment and understanding to Safeguarding and the promotion of the welfare and safety of children.
- Has 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 is 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.