**EXPERIENCE**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Essential or****Desirable** |  **Shortlisting** | **Data Analysis** | **In tray exercise** | **Letter to parents** | **Learning walk: Health and Safety** | **Website review** | **Presentation** | **Interview** |
| Proven track record of raising educational standards | **E** | **X** |  |  |  |  |  | **X** | **X** |
| Successful leadership experience in school development planning, self-evaluation and monitoring including improving processes and systems in school | **E** | **X** |  |  |  |  |  | **X** | **X** |
| Excellent classroom practitioner at KS2 primary phase | **E** | **X** |  |  |  |  |  |  | **X** |
| Experience of building links, and working with, parents; stakeholders and the wider community | **E** | **X** |  |  | **X** |  | **X** |  | **X** |
| Able to demonstrate experience of budget management and has knowledge of the principles of funding and schools financial regulations | **E** | **X** |  |  |  |  |  |  | **X** |
| Able to demonstrate knowledge & experience of Safeguarding/Prevent and Health & Safety standards and practices | **E** | **X** |  |  |  | **X** |  |  | **X** |
| Substantial successful experience of promoting the professional development of school staff | **E** | **X** |  |  |  |  |  |  | **X** |
| Experience of working with other professional bodies in the development of teaching and learning | **E** | **X** |  |  |  |  |  |  | **X** |
| Has experience of S5 and or S8 inspections at a senior level | **D** | **X** |  |  |  |  |  |  |  |

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|  | **Essential or****Desirable** |  **Shortlisting** | **Data Analysis** | **In tray exercise** | **Letter to parents** | **Learning walk: Health and Safety** | **Website review** | **Presentation** | **Interview** |
| Qualified Teacher Status | **E** | **X** |  |  |  |  |  |  |  |
| Evidence of recent training including leadership, management skills and other relevant professional development | **E** | **X** |  |  |  |  |  |  |  |
| NPQH qualification | **D** | **X** |  |  |  |  |  |  | **X** |

**EDUCATION & TRAINING**

**SKILLS & QUALITIES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Essential or****Desirable** |  **Shortlisting** | **Data Analysis** | **In tray exercise** | **Letter to parents** | **Learning walk: Health and Safety** | **Website review** | **Presentation** | **Interview** |
| Able to create a shared vision and strategic plan which inspires and motivates the school and community; focusing on providing and maintaining high standard of education for pupils | **E** | **X** |  |  |  |  | **X** |  | **X** |
| Optimistic personal behaviour, positive relationships and attitudes towards their pupils, staff, parents, Governors and members of the wider school community with the ability to lead, motivate, support, develop and challenge others to attain high goals | **E** | **X** |  |  |  |  | **X** |  | **X** |
| Able to demonstrate effective collaboration with a governing board and have knowledge of Foundation school status and the responsibilities of Governors and the Headteacher | **E** | **X** |  |  |  |  |  |  | **X** |
| Understanding the legal and moral implications of the SEND code of practice 2014 | **D** | **X** |  |  |  |  |  |  | **X** |
| Experience of leading a significant change programme | **D** | **X** |  |  |  |  |  |  | **X** |
| Competent in the use of a range of tools and evidence including performance data to support, monitor evaluate and improve all aspects of school life. | **E** | **X** | **X** |  |  |  |  |  | **X** |
| The use of appraisal in promoting and sustaining whole school improvement | **E** | **X** |  |  |  |  |  |  | **X** |
| Show resilience, perseverance and optimism in the face of difficulties and challenges with proven leadership; management; problem solving and decision making skills | **E** | **X** |  | **X** |  |  |  | **X** | **X** |
| Political acumen to influence strategy and negotiate with local authorities and external organisations | **E** | **X** |  |  |  |  |  |  | **X** |