**PERSON SPECIFICATION**

**Qualifications:**

* DfE recognised qualified teacher status/Qualified Teacher Learning and Skills (QTLS) status.
* A relevant graduate qualification.
* Actual or potential NLE.
* Evidence of recent relevant Continuing Professional Development.
* For a first Headship, NPQH is desirable.
* A relevant post-graduate qualification is desirable.

**Experience:**

* Significant recent and relevant experience as a Headteacher, Deputy / Associate Headteacher or equivalent.
* A proven track record of successful leadership.
* Successful experience of raising educational standards for students of all abilities.
* Working with and engaging the involvement of external partners and the local community.
* Successful teaching of students in secondary phase.
* Planning, determining and organising major curriculum areas.

**Knowledge and Understanding of current issues and best practice including:**

* Safeguarding children and young people.
* What constitutes an outstanding school.
* The process of strategic planning and school self-evaluation.
* Ways to communicate and translate a shared vision into practice.
* Leading the management of constant improvement.
* Application of new methodologies to teaching, learning and management.
* Comparative data and performance indicators to establish benchmarks and set targets for improvements.
* National policy framework and current educational legislation and initiatives.
* Principles of effective teaching and assessment for learning.
* Roles and responsibilities of Governing Body.
* School budget management and financial responsibilities.
* Strategies for fostering school improvement, including attendance and behaviour for learning.
* Equal opportunities and commitment to their pursuit.
* Legal issues relating to school management.
* Challenges facing large schools.

**Personal and Professional Qualities:**

* Commitment to the welfare and safeguarding of young people.
* Strong personal motivation and drive.
* A genuine enthusiasm for, and commitment to, the development of young people, and concern for the development of colleagues and members of the wider school community.
* A strong team player with the ability to inspire, motivate and lead staff, students and the wider community and engage their active commitment to your vision.
* Commitment to ensuring inclusion, addressing diversity and access.
* Commitment to own personal and professional development and that of all staff.
* High order analytical and problem solving skills and the ability to make informed judgments.
* Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues and the wider school community.
* The ability to project the school in a positive way and establish the school at the heart of the community.
* The ability to engage parents and carers in supporting children’s learning.
* The ability to fill the role of lead professional in classroom practice.
* Commitment to an open, collaborative style of management.
* Evidence of collaborative working and networking with others, within and beyond the school to build and sustain a learning community.
* The ability to understand and appreciate the school’s current strengths and the ways in which these might be further developed.
* The ability to form and maintain appropriate relationships and personal boundaries with young people.