

HEAD TEACHER PERSON SPECIFICATION

This Governing Body (and the Local Authority are) is committed to safeguarding and promoting the welfare of children and young persons and the Head Teacher must ensure that the highest priority is given to the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

Competencies, Knowledge Qualifications

QUALIFICATIONS AND CPD RECORD

Essential:

- Qualified Teacher Status and first degree (or equivalent, e.g. Cert Ed)
- Record of CPD relevant to Headship

Desirable

- Higher degree relevant to Headship
- NPQH
- CPD record includes substantial relevant achievement

EMPLOYMENT RECORD

Essential:

- Successful track record of leadership in the primary/secondary sector in England in an outstanding school.
- Successful track record of managing students with SEMH issues

PERSONAL EFFECTIVENESS

- stable and supportive, stamina, energy, drive, confidence
- capacity for personal development
- ability to identify and grapple with priority issues and be adaptable and responsive to circumstances.
- consistency of judgement and inner integrity.

LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, PROGRESS AND SAFETY

- concerned about individual student needs; regards personal safety and achievement for each individual as the highest priorities.
- ability to inspire high levels of performance in students
- the ability to analyse the complex issues relating to students' attainment and progress and develop effective and creative responses.
- successful track record in managing and deep appreciation of monitoring and evaluation techniques of student progress, translating into detailed plans, with specific measurable targets.
- can demonstrate a passionate commitment to Special Education.

LEADING AND MANAGING STAFF

- high-level understanding and implementation of management structures and systems, with appropriate delegation, monitoring and enforcement of accountability.
- able to inspire and maintain high morale, address problems and resolve conflict by applying skills of arbitration and reconciliation in the context of persistently pursuing accountability
- positive and approachable with a commitment to equal opportunities and high achievement

LEADERSHIP AND MANAGEMENT OF CURRICULUM

- depth of knowledge of the National Curriculum and sound experience of curriculum delivery, monitoring and assessment
- the ability to analyse complex curriculum issues and develop effective and creative responses,
- In-depth knowledge and understanding of current national and international curriculum thinking which informs school priorities and developments and against which the school's progress can be mapped.
- a clear vision for the 21st Century curriculum provision.

MANAGING RESOURCES

- The ability to analyse complex issues relating to finance and resources and learning environment issues and develop effective and creative responses.
- A clear vision for a 21st Century learning environment

STAKEHOLDERS AND THE LOCAL COMMUNITY

- effective communication with staff, parents, pupils and governors and is sensitive to the school's role within the community.
- establish effective links with the community.
- evidence of the ability to establish a "standing" within the community and engagement with a wide variety of stakeholders.

ACCOUNTABILITY AND GOVERNANCE

- successful school development planning and a strong track record of implementing and managing the delivery of sustained improvements.

TEACHING

- Substantial successful teaching experience in the age range.

SAFEGAURDING

- can demonstrate a commitment to safeguarding and the welfare of children and young people
- ability to form and maintain appropriate relationships with clear personal boundaries
- emotional resilience in working with challenging behaviours
- appropriate use of authority and discipline, excluding the use of physical restraint