Headteacher Person Specification

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| **Ethos** |

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| **Qualifications and Training** |

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| E1 | Support for the Jewish faith based ethos of King David High School | E |  |  |  |
| E2 | A commitment to work and liaise with members of the King David Campus and the Jewish Community | E |  |  |  |
| E3 | A genuine belief in an inclusive King David community and the ability of every King David pupil to achieve | E |  |  |  |
| E4 | A knowledge and understanding of Jewish life and beliefs |  D |  |  |  |
| **Qualifications and Training** |
| **Q1** | A qualified teacher (QTS) with a good honours degree or equivalent  | E |  |  |  |
| **Q2** | Senior Leadership and /or Headship experience | E |  |  |  |
| **Q3** | Evidence of recent and relevant training and development at headship level or in preparation for headship | E |  |  |  |
| **Q4** | Higher degree or equivalent | D |  |  |  |
| **Q5** | Holds NPQH | D |  |  |  |
| **Professional Experience and Knowledge** |
| **P1** | Successful teacher with a proven track record of achieving high standards | E |  |  |  |
| **P2** | Experience of successful leadership in a variety of contexts, preferably in more than one school | E |  |  |  |
| **P3** | Proven track record in leading and managing staff to support successful outcomes for a wide ability range of students  | E |  |  |  |
| **P4** | In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues | E |  |  |  |
| **P5** | Evidence of successfully developing teams of professionals, delegating effectively and managing change | E |  |  |  |
| **P6** | Experience of/understanding of Initial Teacher Training and developing a professional learning programme that is responsive to the needs of a range of partners within a Teaching School alliance | D |  |  |  |
| **P7** | Ability to work with and advise the Governing Body to enable it to fulfil its role and statutory obligations | E |  |  |  |
| **Personal Aptitudes, Qualities and Skills** |
| **A1** | Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school | E |  |  |  |
| **A2** | The ability to think and plan strategically to promote the school’s vision, ethos and values | E |  |  |  |
| **A3** | Is well organised, able to plan, prioritise and delegate effectively | E |  |  |  |
| **A4** | Is articulate and approachable with excellent communication skills both verbally and in writing | E |  |  |  |
| **A5** | Has strong interpersonal skills and self-awareness, adapting to situations and carefully managing professional relationships | E |  |  |  |
| **A6** | Has proven sound decision-making skills combined with the ability to lead, influence, empower and manage change | E |  |  |  |
| **A7** | Has presence and visibility as a leader, demonstrating optimism, resilience with a well-developed sense of proportion | E |  |  |  |

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| **Ref** | **Criteria** | **E/D** | **App** | **Ref** | **Int** |
| **A8** | Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity | E |  |  |  |
| **A9** | Is able to relate well to parents/carers, staff, governors and the wider community | E |  |  |  |
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| **Shaping the Future** |

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| **Personal aptitudes, qualities and skills** |

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| **Personal aptitudes, qualities and skills** |

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| **S1** | Able to promote and nurture a shared ethos (beyond academic excellence) which underpins all aspects of school life  | E |  |  |  |
| **S2** | The ability to inspire, challenge, motivate and empower others to carry forward a shared vision for school improvement | E |  |  |  |
| **S3** | A proven track record of leading others to success, sustaining and developing a culture of collaboration, knowledge sharing and celebration of success, accepting responsibility for outcomes | E |  |  |  |
| **S4** | Experience of , and commitment to, working with the Governing Body and all stakeholders to develop a shared school vision | E |  |  |  |
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| **Leading, Learning & Teaching** |

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| **Personal aptitudes, qualities and skills** |

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| **Shaping the Future** |

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| **Personal aptitudes, qualities and skills** |

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| **Shaping the Future** |

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| **Personal aptitudes, qualities and skills** |

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| **Personal aptitudes, qualities and skills** |

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| **T1** | An outstanding teacher with the ability to monitor and evaluate performance continuously in order to improve the quality of teaching and further raise standards | E |  |  |  |
| **T2** | Is able to implement strategies that improve teaching and learning in a sustained way and challenge underachievement | E |  |  |  |
| **T3** | Has an understanding of Restorative Practice and its positive impact on behaviour | D |  |  |  |
| **T4** | Has successfully used feedback and data to raise achievement of students and improve teacher effectiveness | E |  |  |  |
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| **Developing Self and Working with Others** |

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| **Personal aptitudes, qualities and skills** |

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| **Personal aptitudes, qualities and skills** |

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| **D1** | To be a role model of best practice, with a professional demeanour that engenders confidence, trust and respect in others | E |  |  |  |
| **D2** | Evidence of successful, harmonious collaboration with a range of people in achieving agreed outcomes | E |  |  |  |
| **D3** | Developed emotional intelligence, enabling constructive relationships with students and staff | E |  |  |  |
| **D4** | Able to identify strengths in others; possesses the flair to lead and motivate the staff as a whole | E |  |  |  |
| **D5** | Proven success in promoting equality, respecting diversity and challenging stereotypes so as to promote the rights of young people | E |  |  |  |
| **D6** | Able to understand the importance of a work life balance | E |  |  |  |
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| **Leading & Managing the Organisation** |

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| **Personal aptitudes, qualities and skills** |

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| **Personal aptitudes, qualities and skills** |

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| **L1** | Evidence of successful leadership of whole school initiatives leading to improved standards | E |  |  |  |
| **L2** | Is well informed, shows evidence of keeping up to date in interpreting curriculum developments and is familiar with government initiatives and their relative importance | E |  |  |  |

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| **L3** | Evidence of highly developed skills in performance management, recognising high performance and tackling underperformance through to resolution | E |  |  |  |
| **L4** | Successful experience of strategic financial and resource management, ensuring efficiency, value for money and supporting the best educational outcomes | E |  |  |  |
| **L5** | An in depth understanding of the latest school inspection frameworks and the ability to prepare staff and evidence to realise the best judgements possible | E |  |  |  |
| **L6** | Evidence of the skills to harness ICT for the benefit of the school with regard to the delivery of the curriculum and school support systems | E |  |  |  |
| **L7** | Experience and understanding of the recruitment process to ensure the appointment and retention of the highest quality staff, including all safer recruitment and safeguarding procedures | E |  |  |  |
| **L8** | Able to sustain a safe, secure and healthy school environment | E |  |  |  |
| **L9** | A commitment to the concept of an inclusive school, underpinned by equal opportunities, in which the academic and personal welfare of each student is paramount | E |  |  |  |
| **L10** | Able to lead and manage the Jewish Education team |  D |  |  |  |
| **Securing Accountability** |
| **SA1** | Proven successful experience of school self-evaluation and accountability and the school improvement process | E |  |  |  |
| **SA2** | Success in developing curriculum, providing successful leadership of resources, while securing best value | E |  |  |  |
| **SA3** | Understanding of the importance of maintaining the school buildings, its fabric and environment | E |  |  |  |
| **SA4** | Understanding legislation with regard to Health and Safety, such that the school meets its statutory requirements and is a safe environment for learning, promoting the well-being of staff and students | E |  |  |  |
| **Strengthening Community** |
| **C1** | A commitment to, and evidence of, promoting diversity and equal opportunities within the school, the curriculum and in employment practice | E |  |  |  |
| **C2** | Evidence of building effective relationships with parents, carers, partners and the community, that enhances the education of all students | E |  |  |  |
| **C3** | Able to reflect and act on community feedback | E |  |  |  |
| **C4** | Successful experience of securing and raising standards in an inclusive school and working with external agencies locally, nationally and internationally | E |  |  |  |