**PERSON SPECIFICATION**

 **AKIVA SCHOOL**

 Please find below the key skills, experience and qualifications we are looking for in our new Headteacher,

 evidence of which will be used in assessing candidates throughout the selection process. Please address the

 aspects under the headings below in your supporting statement.

|  |  |  |
| --- | --- | --- |
| **QUALIFICATIONS** | **Essential** | **Desirable** |
| Educated to degree level with Qualified Teacher Status. |  |  |
| Evidence of continuing and relevant professional development in school leadership and management, including knowledge of current issues in education, in preparation for this post. |  |  |
| **KEY SKILLS AND EXPERIENCE**  |
| Proven strong, successful experience as a Headteacher or Deputy Headteacher in a school setting. |  |  |
| A highly effective teacher with proven consistent good or outstanding teaching in the classroom. |  |  |
| Experience of teaching in more than one appropriate key stage. |  |  |
| A commitment to the Progressive Jewish values of the school and an ability to communicate this to the whole school and wider community. |  |   |
| **QUALITIES AND KNOWLEDGE** |
| Evidence of an ability to build, communicate and implement a coherent vision for the school in partnership with all stakeholders. |  |  |
| Able to demonstrate personal behavior that leads by example, forges positive relationships, attitudes and communication towards and between pupils and staff, and with parents, governors and members of the local community. |  |  |
| Proven ability to lead by example, with integrity and resilience. |  |  |
| Proven ability to create shared commitment and responsibility for the school through teamwork, strategic and distributed leadership. |  |  |
| Evidence of clear values and moral purpose, which place pupils at the heart of all decisions. |  |  |
| A strong intellect, able to exercise creativity and emotional intelligence in leadership. |  |  |
| Evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this. |  |  |
| Evidence of a commitment to CPD so as to sustain up-to-date knowledge and understanding of education both for self and the professional team. |  |  |
| Knowledge of legal requirements affecting schools. |  |  |
| Proven record of being transparent and accountable to parents, governors, relevant external bodies and the local community. |  |  |
| Experience of developing and implementing initiatives, which have had a positive impact on equality diversity and inclusion. |  |  |
| Experience of innovative leadership and management of organisational change and improvement. |  |  |
| Evidence of the ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.  |  |  |

|  |
| --- |
| **LEADING TEACHING AND LEARNING AND MANAGING THE DEVELOPMENT OF SELF AND OTHERS** |
| Experience of setting and achieving challenging goals and targets for staff and pupils so as to impact positively on pupil outcomes. |  |  |
| Knowledge and understanding of how to maintain and raise the quality of teaching and learning across the school and a proven track record for doing so. |  |  |
| Significant experience in analysing pupil performance data to identify trends, which inform teaching and learning outcomes. |  |  |
| Experience of developing consistently high-quality teaching through rigorous assessment, monitoring, evaluation and feedback. |  |  |
| Ability to develop and value all staff professionally enabling them as effective and motivated practitioners. |  |  |
| Ability to self-reflect, receive constructive feedback and learn from other experienced practitioners. |  |  |
| Confidence to challenge underperformance in teaching, to support through mentoring and coaching, to achieve improvement in performance of all staff. |  |  |
| Proven commitment to a curriculum that is creative and relevant to the interests and individual needs of all pupils, including their wellbeing. |  |  |
| **SYSTEMS AND PROCESSES & RESOURCES** |
| Excellent organisational skills, which maintain the smooth running of the school whilst maintaining a focus on the long-term vision. |  |  |
| Knowledge and experience of working in partnership with the governing body and an understanding of its statutory duties. |  |  |
| Proven experience of managing people, including staff performance reviews, promoting and valuing excellent practice. |  |  |
| Proven experience of prioritising, setting and managing a range of processes to contribute to school improvement (data, finance). |  |  |
| Proven experience of managing budgets, making effective use of resources, both financial and human, to achieve educational goals.  |  |  |
| **SAFEGUARDING & PROMOTING THE WELFARE OF PUPILS** |
| Absolute commitment to and understanding of ensuring the safety and welfare of pupils.  |  |  |
| Proven ability to build a culture where children feel confident that their concerns will be listened to and acted upon. |  |  |
| Understanding the role of Designated CP Officer, including any training. |  |  |
| High expectations of pupil behavior and the use of behavior management strategies. |  |  |
| **LEADING SCHOOL SELF-IMPROVEMENT** |
| Proven experience of building mutually beneficial and supportive relationships with other schools, agencies and groups to enhance opportunities for staff and pupils so as to secure excellent pupil outcomes. |  |  |
| A willingness to accept support from others including colleagues, governors, localRabbis and educators. |  |  |
| Proven ability to adapt to change, able to assess new ideas and embrace them if they improve children’s learning. |  |  |
| Evidence of a current knowledge and understanding of local, national and global education and a proven commitment to high quality training and ongoing professional development for all staff. |  |  |