Job Specification

**Please note source of evidence of fulfilled criteria:**

Application Form - A Supporting Statement - S References - R Interview – I

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| **1. QUALITIES AND KNOWLEDGE Evidence** | **Essential or Desirable** | **Evidence** |
| Qualified Teaching Status | E | A |
| Degree (or equivalent) | E | A |
| Postgraduate qualification | D | A |
| NPQH or similar | D | A |
| Leadership in Education role, such as NLE or LLE | D | A |
| Substantive Senior Leadership experience in a primary school | E | S,I |
| Proven track record of leading by example and being a positive role model with excellent communication skills | E | S,I |
| Ability to articulate a clear vision and purpose | E | S,I |
| Knowledge & experience of Ofsted at a senior level | E | S,I |
| Ability to articulate and deliver a vision of Executive Headship across two schools | E | S,I |
| Ability to lead strategic and operational change | E | S,I |
| Evidence of appropriate personal and professional development | E | S,I |
| Ability to lead the development of staff and pupils | E | S,I |
| Understanding of current educational provision and the wider school systems | E | S,I |
| Evidence of political awareness | E | S,I |
| Track record of effective and efficient auditing and financial control | E | S,I |

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| **2. PUPILS AND STAFF** | **Essential or Desirable** | **Evidence** |
| Ability to demonstrate ambitious standards and high expectations for all pupils | E | S,I |
| Excellent understanding of high quality teaching, learning & curriculum implementation | E | S,I |
| Ability to promote the development of the whole child | E | S,I |
| Proven experience of using data analysis to effectively drive whole school | D | A |
| improvement | E | S,I |
| Ability to motivate and encourage all staff to develop their unique potential | E | S,I |
| Ability to identify emerging talent , develop excellence and clear succession planning | E | S,I |

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| **3. SYSTEMS AND PROCESS** | **Essential or Desirable** | **Evidence** |
| Proven track record of efficient strategic leadership and prudent financial planning | E | S,I |
| Ensure the safety of all staff and pupils at all times | E | S,I |
| Promote excellent behavior, positive attitudes to school life including attendance | E | S,I |
| Experience of using systems for performance management to hold staff to account | E | S,I |
| Ability to challenge under-performance | E | S,I |
| Understanding of strong governance to hold the school to account | E | S,I |
| Ability to ensure budgets and resources are planned and deployed in the best interests of pupils | E | S,I |
| Experience of promoting distributed leadership throughout the organisation | D | S,I |

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| **4. SELF IMPROVING SCHOOL** | **Essential or Desirable** | **Evidence** |
| Knowledge and experience of working with other schools and organisations | D | S,I |
| Evidence of developing effective partnerships with a range of professionals | E | S,I |
| Use well evidenced research to achieve excellence | D | S,I |
| Provide high quality opportunities for staff development | E | S,I |
| Confident, entrepreneurial , and innovative approach to school improvement | E | S,I |
| Source of inspiration and encouragement for all in the school community | E | S,I |
| Collaborate and communicate with a wide range of audiences including parents, pupils, colleagues, governors, Local Authority and other schools, academies and college | E | S,I |
| Commitment to the promotion of an inclusive trust wide community | E | S,I |

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| **5. CHILD PROTECTION** | **Essential or Desirable** | **Evidence** |
| Ensure child protection policies and procedures are fully implemented and followed | E | I |

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| **6. SECURING ACCOUNTABILITY** | **Essential or Desirable** | **Evidence** |
| Fulfil commitments arising from contractual accountability to the Trust Board/ Governing Body | E | S,I |
| Clearly define individual staff accountabilities | E | I |

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| **7. STRENGTHENING COMMUNITY** | **Essential or Desirable** | **Evidence** |
| Build a school culture and curriculum which takes account of the diversity of the school's communities | E | S,I |
| Create and promote positive strategies | E | S,I |
| Ensure learning experiences for students are linked into and integrated with the wider community | E | S,I |
| Collaboration with other agencies | E | S,I |
| Contribute to development of the education system | E | S,I |

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| **8. APPLICATION FORM AND LETTER** | **Essential or Desirable** | **Evidence** |
| Application form to be completed in full and legible | E | A |
| Supporting statement to be clear, concise and related to the specific post | E | S |

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| **9. CONFIDENTIAL REFERENCES AND REPORTS** | **Essential or Desirable** | **Evidence** |
| Fulfil commitments arising from contractual accountability to the Trust Board/ Governing Body | E | S,I |
| Clearly define individual staff accountabilities | E | I |