



The Bromfords School and Sixth Form College

Qualifications	<ul style="list-style-type: none"> • Degree or Hons Degree • Qualified Teacher Status • Evidence of recent and relevant training and development at headship level and/or in preparation of headship
Professional Experience and Knowledge	<ul style="list-style-type: none"> • Substantial experience of teaching • Substantial successful strategic experience of leading and managing at headship or deputy headship level • Experience of having worked in an 11 to 18 school
Personal Aptitudes, Qualities and Skills	<ul style="list-style-type: none"> • Ability to identify, access and manage external funding streams • Ability to communicate orally and in writing and inspire a wide range of audiences • Ability to prioritise, plan and organise effectively taking account of the need for a healthy work/life balance • Ability to manage change, delegation and team building • Successful professional development of all colleagues • Excellent decision making skills combined with the ability to lead, influence, manage, change and delegate appropriately • Proactive, creative, innovative, versatile and resilient • A high level of drive, energy and enthusiasm, resilience and reliability • Act with care and consideration and demonstrate integrity, honesty, loyalty and a sense of humour
Strategic Direction and Shaping the Future	<ul style="list-style-type: none"> • Proven ability to plan strategically to reflect, promote and deliver the trust and school's vision, ethos, priorities and targets • An understanding of curriculum, innovation and strategies to meet the needs of all students including the sixth form • Experience of effective strategic financial and resource management to achieve educational priorities and ensure efficiency and value for money • Experience of and commitment to working collaboratively with Governors, Trustees and the CEO to sustain and enhance trust vision which embraces excellence, high standards and inclusion • Sound knowledge and understanding of the wider education agenda including current national policies and educational issues as well as statutory and legal framework governing the operation of Academies

Leadership and Managing the Organisation	<ul style="list-style-type: none"> • A high profile role model with a strong visible presence who earns the confidence, trust and respect of the entire school and wider community. • A demonstrable understanding of and commitment to the process of safeguarding and safer recruitment, retention, effective induction and performance management • Proven experience of successful self-evaluation of the school improvement process
Leading, Teaching and Learning	<ul style="list-style-type: none"> • Implementation of effective assessment procedures and an understanding of assessment for learning. • An outstanding classroom practitioner with the ability to continuously monitor and develop staff, evaluate performance, celebrate excellence and challenge poor performance • Experience of and commitment to providing excellent provision throughout the curriculum and to develop innovative ways of learning including new technologies • The ability to track student performance to enhance educational provision and improve outcomes • Commitment and determination to raise standards for all and be ambitious for the students and the school
Developing and Managing People	<ul style="list-style-type: none"> • Substantial experience and ability of using sound judgement to anticipate , resolve conflict with sensitivity • Substantial experience of building on good practice, expertise and in implementing shared leadership and devolved management • Ability to inspire and foster a sense of community and high level of staff morale • A commitment to system leadership and working to continue to support the Teaching School Alliance and the schools initial Teacher Training Partnership.
Leading Students – Behaviour and Safety	<ul style="list-style-type: none"> • Recognition and promotion of the role parents/carers and families play in helping young people succeed and thrive • Ability to sustain positive behaviour management and endeavour that student behaviour, attendance and punctuality are continuously improving. • A commitment to furthering pupil engagement through promoting behaviours for improved learning • A commitment to an approach in which all students are valued, have a sense of wellbeing and are enabled to become independent learners.