**HEADTEACHER**

**Person Specification**

|  |  | Assessed by Application or by Interview/Reference | |
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|  | **Qualifications** |  |  |
| 1 | First degree or equivalent. | ✔ |  |
| 2 | Qualified Teacher Status (QTS). | ✔ |  |
| 3 | Evidence of recent and relevant training and development at headship level and/or in preparation for headship. | ✔ |  |
|  | **Professional experience and knowledge** |  |  |
| 4 | Substantial experience with a record of excellent teaching at more than one school. | ✔ |  |
| 5 | In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues as well as the statutory and legal framework governing the operation of a school. |  | ✔ |
| 6 | Successful experience of securing and raising standards in an inclusive school. | ✔ | ✔ |
| 7 | Successful experience of working with external agencies locally, nationally and internationally, including public, private and community sectors. |  | ✔ |
| 8 | Proven track record in leading and managing staff including building a successful team, sharing and delegating effectively as well as implementing and managing change at a senior level in an educational organisation. | ✔ | ✔ |
|  | **Personal aptitudes, qualities and skills** |  |  |
| 9 | Capacity to work in a collaborative manner. |  | ✔ |
| 10 | Articulate and approachable with excellent interpersonal skills both verbal and written. | ✔ | ✔ |
| 11 | Proven sound problem solving and decision-making skills combined with the ability to lead, inspire, influence and manage change. |  | ✔ |
| 12 | Astute and perceptive with strong analytical skills and the ability to use sound judgement in order to anticipate and resolve conflict. |  | ✔ |
| 13 | Excellent communication skills. |  | ✔ |
| 14 | Proactive, innovative and versatile with a high level of drive, energy and enthusiasm, aspiration, resilience, reliability and integrity. |  | ✔ |
| 15 | Ability to relate empathetically to and work with parents/carers, staff, students, Governors and the wider community*.* |  | ✔ |
| 16 | Evidence of a sense of humour. |  | ✔ |
| 17 | Capacity to retain a sense of balance, equilibrium and resilience under pressure. |  | ✔ |
|  | **Leading learning and teaching** |  |  |
| 18 | Successful experience of positive behaviour management and development of a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding. | ✔ | ✔ |
| 19 | Evidence of setting and achieving ambitious goals and targets | ✔ | ✔ |
| 20 | Successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet individual needs. | ✔ | ✔ |
| 21 | Evidence of successful experience in leading professional development as well as the coaching and mentoring of staff. | ✔ | ✔ |
| 22 | Evidence of using data, benchmarks and feedback to monitor and judge progress and to identify strengths and weaknesses of students and staff. | ✔ | ✔ |

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|  | **Improving the life chances of children and young people** |  |  |
| 23 | Demonstrable understanding of the processes of safeguarding and safer recruitment and safe guarding procedures. |  | ✔ |
| 24 | Experience of and a commitment to an extensive range of extra-curricular activities. | ✔ | ✔ |
| 25 | Recognition and promotion of the role parents, carers and families play in helping children and young people succeed and thrive. |  | ✔ |
|  | **Shaping the future** |  |  |
| 26 | Visionary with respect to developing and promoting the School’s ethos, priorities and targets including the spiritual, moral, social, emotional and cultural development of all its pupils. | ✔ | ✔ |
| 27 | Proven record of providing a collaborative vision for excellence with a sense of purpose and equity with high standards. | ✔ | ✔ |
|  | **Developing self and working with others** |  |  |
| 28 | High profile role model with a professional approach that demands accessibility, excellence, confidence, trust, respect and support of the entire school and wider community. |  | ✔ |
| 29 | Supportive of an appropriate work life balance for self and others. |  | ✔ |
|  | **Leading and managing the organisation** |  |  |
| 30 | Capacity to nurture and motivate the staff in order to provide opportunities for staff development thus ensuring succession planning. | ✔ | ✔ |
| 31 | Evidence of highly developed skills in performance management, recognising skills and high performance, and tackling underperformance through to resolution. | ✔ | ✔ |
| 32 | Capacity to undertake effective strategic financial and resource management to achieve educational priorities and to ensure efficiency and value for money. | ✔ | ✔ |
|  | Understanding of education human relations (HR) issues and a capacity to work within the statutory framework to solve HR problems. | ✔ | ✔ |
| 33 | Evidence of the skills required to harness the potential of new technologies, including social media, not only for the benefit of student learning but also for the promotion and marketing of the school. | ✔ | ✔ |
| 34 | Ability to use a rich set of data to understand the strengths and weaknesses of the School. | ✔ | ✔ |
| 35 | Ability to create and maintain organisation systems and structures. | ✔ | ✔ |
| 36 | Evidence of whole school self-evaluation and accountability and the school improvement process. | ✔ | ✔ |
| 37 | Commitment to collaborate with neighbouring schools and colleges in support of the development of the wider education community. |  | ✔ |
| 38 | Committed to sustain a safe, secure and healthy school environment. |  | ✔ |
|  | **Specific requirements** |  |  |
| 39 | Commitment to, and evidence of, promoting diversity and equal opportunities within the School, curriculum and in employment practice. |  | ✔ |
| 40 | Demonstrate the suitability to work with children. |  | ✔ |

The Trust is committed to safeguarding, equal opportunities and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts require an enhanced DBS disclosure.