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| **Qualifications and Experience:** | **Essential** | **Desirable** | **Evidence** |
| 1. Qualified Teacher Status | √ |  | A |
| 1. Good honours Degree | √ |  | A |
| 1. Post Graduate curriculum or management qualification |  | √ | A |
| 1. Evidence of recent professional development | √ |  | A |

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| **Experience of teaching and school leadership:** | **Essential** | **Desirable** | **Evidence** |
| 1. Substantial experience as an effective classroom practitioner across at least two key stages. | √ |  | A,I,R |
| 1. Evidence of having had a sustainedimpact upon department / year team outcomes. | √ |  | A,I,R |
| 1. To be able to demonstrate best practice with regard to safeguarding procedures within an education setting and have extensive knowledge of key safeguarding and child protection legislation. | √ |  | I,R |
| 1. Able to use data to monitor behaviour and analyse the impact of interventions in place. | √ |  | I,R |
| 1. Proven ability to lead and manage teams through effective planning, setting priorities, delegation and monitoring | √ |  | A,I,R |
| 1. Knowledge and experience of raising whole school achievement. |  | √ | A,I,R |

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| **Professional knowledge and understanding:** | **Essential** | **Desirable** | **Evidence** |
| 1. A clearly articulated philosophy of secondary education. | √ |  | A,I |
| 1. An up to date knowledge of the best practice in relation to teaching, learning, assessment and curriculum design. | √ |  | A,I |
| 1. An up to date knowledge of the best practice in relation to the behaviour, safety and personal development of young people. | √ |  | A,I |
| 1. Knowledge of national policies, priorities and statutory frameworks. Including recent and current legislative developments. | √ |  | A,I |

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| **Professional knowledge and understanding:** | **Essential** | **Desirable** | **Evidence** |
| 1. Excellent communication skills. Including the ability to inspire, challenge, motivate others and lead by example. | √ |  | **A,I** |
| 1. Self-management to include time management, working under pressure and to deadlines. Have stamina, resilience, reliability and integrity. | √ |  | **A,I** |
| 1. Commitment to Continuous Professional Development and Learning. | √ |  | **A,I** |
| 1. Proven ability to build and maintain effective relationships with parents, partners and the community that enhances the education of all pupils. | √ |  | **A,I** |
| 1. Commitment to the wider life of the school. | √ |  | **A,I** |
| 1. An ability to see the best in others and a commitment to developing colleagues and students. | √ |  | **A,I** |
| 1. Humour and a sense of proportionality at all times. | √ |  | **A,I** |

Evidence key:

A Application

I Interview process

R References