

## Head of Academic Progress

	Attributes	Essential	Desirable
<b>SKILLS, KNOWLEDGE, AND APTITUDES</b>	Ability to plan and drive own workload to ensure the role is fulfilled	✓	
	High aspirations for all students and a belief that all can achieve	✓	
	Ability to lead and inspire others, holding others to account where needed	✓	
	Ability to work as a team with a range of colleagues	✓	
	Creative problem solver	✓	
	Has worked, kept up to date and understands the importance of following policy and procedure	✓	
	Good listening, oral and literacy skills	✓	
	Ability to organise time and work to deadlines	✓	
	Ability to set and achieve targets	✓	
	Good ICT skills and the ability to use a variety of software to store, analyse and deliver information	✓	
	Excellent interpersonal skills along with the ability to communicate effectively with people of all ages and community sectors	✓	
	Ability to think and communicate clearly under pressure	✓	
	Previous experience of leading a successful team		✓
	Developing and maintaining contacts with outside agencies, e.g. departments of the LA		✓
<b>WORK &amp; RELATED EXPERIENCE</b>	Evidence of relevant personal and professional development		✓
	An proven record of excellent outcomes at GCSE or A'level for students in your care	✓	
	A willingness to attend appropriate training and development	✓	
<b>PERSONAL ATTRIBUTES</b>	Ability to maintain confidentiality	✓	
	Have a flexible approach to working hours	✓	
	Have an openness to learning and change	✓	
	Have a positive attitude to personal development and training	✓	
	Have good interpersonal skills	✓	
	Ability to bring to the role a good sense of humour, initiative, enthusiasm and commitment	✓	
Ability to be adaptable/flexible and cope with the unexpected	✓		

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.