**Three Lane Ends Academy**

**Person Specification**

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| **A = Assessed at application I = Assessed at Interview P = Assessed through selection process** |

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| **Person Specification** | **Criteria** | **Essential/ Desirable** | **How Measured** |
| **Managing and Leading the Organisation**  To provide effective organisation and management for our Academy, and to lead and seek ways of improving organisational structures and functions. Ensure that the Academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment, managing available resources and ensuring value for money through effective performance management. | Able to plan strategically and operationally, allocate resources effectively, and evaluate the work of teams and individuals. | E | I |
| Able to promote good behaviour and high attendance. | E | I |
| Able to identify successes and failures and positively embrace change to secure continuous Academy improvement including taking risks in order to find improved ways of working. | E | I |
| Prepared to challenge staff and established ways of working in order to move the Academy forward. | E | I |
| Has experience of leading or participating in the implementation of Academy or DFE initiatives. | E | I |
| Will be expected to work evenings on occasions. | E | A, I |
| Is able to monitor and evaluate the Academy’s performance accurately. | E | A, I |
| Experience of managing a budget. | E | I |
| Experience of securing external funding for projects. | D | I |
| Successful experience of succession planning. | D | I |
| **Securing Accountability**  With values at the heart of their leadership, the Head Teacher of our Academy will have a professional responsibility to the whole Academy community. The Head Teacher is also legally and contractually accountable to the Governing Body for the Academy, its environment and all its work. Additionally, the Head Teacher is responsible for ensuring collective responsibility in order that all members of the Academy community accept they are accountable for the contribution they make to Academy outcomes. | Is prepared to be accountable for the Academy’s performance. | E | I |
| Is prepared to take direction from the Governing Body. | E | I |
| Understands the needs to maintain a safe and healthy environment for all users of the Academy. | E | I |
| Understands the Head Teacher’s responsibilities for safeguarding children. | E | I |
| Has high expectations of all teaching and support staff and is prepared to deal with any underperformance in a firm and fair way. | E | I |
| Has some experience of supporting or coaching underperforming staff. | E | I |
| Successful experience of working with a Governing Body. | E | I |

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| **Shaping the future**  Critical to the role of headship at our Academy is working with the Governing Body and others to further develop a shared, strategic vision and plan which inspires and motivates pupils, staff and all other members of the Academy community and leads to raised standards of achievement. | Able to build a coherent vision of excellence and distinctiveness for the Academy and has the ability to work steadily towards this goal. | E | I |
| Proven experience of raising standards of achievement. | E | I |
| An inspirational leader, able to motivate and empower staff. | E | I |
| Able to make difficult decisions and follow them through. | E | I, P |
| A determination to raise standards across the Academy and ability to do so effectively. | E | I |
| Has good oral and written communication skills and good listening skills. | E | A, I, P |
| Has experience of strategy formation and implementation in an academy/school or other appropriate setting. | E | A, I |
| **Leading Learning and Teaching**  To provide effective learning and teaching to enable our pupils to become effective, enthusiastic, independent learners, committed to life-long learning. This implies setting high expectations so that pupils achieve their maximum potential. performance management. | Suitable relevant experience at the appropriate level. | E | A |
| Has a sound understanding of the National Curriculum and statutory assessment arrangements. | E | A, I |
| Has a sound understanding of the Foundation Stage Curriculum and statutory assessment. | E | A, I |
| Has in depth knowledge of excellence in primary teaching practice, including appropriate teaching and learning styles. | E | I, P |
| Substantial experience of monitoring and evaluation, target setting, School improvement planning, and curriculum leadership. | E | I, P |
| Understands available School performance data, its analysis and use. | E | I, P |
| Up-to-date knowledge of Primary strategy. | E | I, P |
| Understands Academy self-evaluation and its link with School improvement and Ofsted inspection process. | E | I, P |
| Able to manage and develop a culture of high expectations and appropriate challenge and lead by personal example. | E | I, P |
| Is committed to delivering a broad and balanced curriculum, which included ovative approaches to personal example. | E | I, P |
| Is committed to personalised learning approaches, in order to ensure success for every child. | E | I |
| Has experience of observing and feeding back on learning and teaching to staff in order to improve further the quality of learning and teaching across the Academy. | E | I |
| Understanding of education in a multi faith society and the role of community involvement in its development. | E | A, I, P |

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| **Developing Self and Working with Others**  To work with and through others, including our pupils, staff, governors, parents and other members of the community to build a professional learning community, which enables others to achieve. | Has a DFE recognised teaching qualification. | E | A |
| Is an active learner and can show evidence of own continuing professional development and is committed to learning, listening and reflecting. | E | A,I |
| Treats people fairly, equitably and with dignity to create and maintain a positive Academy culture. | E | I |
| Is considerate of the well-being of others. | E | A, I |
| Able to promote team and individual working as appropriate to fulfil Academy objectives. | E | I |
| Able to establish excellent working relationships with others. | E | I |
| Experience of developing individuals and teams in order to achieve personal and shared goals in the drive for Academy improvement. | E | A, I |
| Is committed to supporting personal, professional and spiritual development of all members of the Academy community. | E | A, I, P |
| Has been awarded NPQ or willing to work towards. | D | A |
| Has further relevant qualifications. | D | A |
| Has experience of supporting the CPD of staff and/or governors. | E | I |
| Able to balance work and personal life. | D | A, I |
| **Strengthening Community through Collaboration** | Has a commitment to the principles of Every Child Matters and inclusive practices ensuring equal rights for all. | E | A, I |
| Recognises the vital partnership with parents/carers and in particular, their role in contributing to the child’s education and positive Academy life. | E | I |
| Committed to networking and collaboration with partners, including other academies/schools, the LA, businesses and community organisations. | E | I |
| Has experience of working in the community. | D | A, I |